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ABSTRACT

The Task 2 report, representing part of an investigation coordinated by a committee working under the auspices of the National Council for the Social Studies, provides an analysis of the responses to a selected set of 48 exercises within the NAEP for Social Studies. One section of the exercises deals with the knowledge of structural elements of government institutions, while the second set deals with the knowledge of rights and duties within these institutions. The analysis involves the breakdown of data by ages 9, 13, 17, and adult; northeast, southeast, central, and west regions of the U.S.; two sexes; white and black races; four levels of parents' education; and seven size and type of community categories. The results indicate the lowest level of knowledge at age 9 and the highest level of knowledge at age 17, and show that those persons in all age levels whose parents went to college, persons who live in relative affluence, persons who live in the northeast part of the country, males at age 17 and as adults, and whites at all ages are most able in all categories of assessment. Conversely, those persons whose parents never went beyond the eighth grade, persons who live in the inner city, persons who live in the southeast part of the country, females, and blacks do not score as well on the exercises as do persons in most other categories. One drawback of the assessment is that it provides only descriptive data and does not account for the differences in the results. Tentative analysis and hypotheses for the differences are presented by the author. (DE)

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# AN ANALYSIS OF A SELECTED SET OF EXERCISES FROM THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS -- SOCIAL STUDIES 1971-1972

## KNOWLEDGE OF INSTITUTIONS

TASK III

FINAL REPORT

SO 008 022

C. Benjamin Cox

University of Illinois

July, 1974

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This report represents part of
an investigation funded by the
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and coordinated by a special
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# I Introduction

One of the major tasks identified for the overall assessment of National Assessment, Social Studies, by a researcher group from the National Council for the Social Studies was an interpretation of the data generated in the Citizenship Assessment of 1969-1970 and the Social Studies Assessment of 1971-1972. The expectation was that ways could be found to compare the findings from the two assessments since they shared areas of interest. Perhaps a confirmation of citizenship findings or even some indication of growth between the two assessments would somehow fall out of the comparisons.

It was further expected that a number of different groupings of the data would allow some useful embellishments in our interpretations. In general, these groupings require the selection of items from the total assessment to be treated together. The going idioms at NAEP for such a group of items are "color scheme" and "theme." The computer is asked to put the items together in order to compute all manner of statistical results which presumably say more to the researcher about the population he is working with than if he had results only from individual items. The options in the NAEP model are individual item data and data from clusters of items or "color schemes."

The intention in the NCSS assessment was to use a propitious combination of these two options. A variety of "color schemes" was envisioned, e.g., factual items, value items, skill items, historical items, sociology items, economics items, etc.; items grouped according to the NCSS guidelines; items grouped by NAEP objectives in social studies;

items grouped by a variety of content themes other than the mother disciplines, e.g., racial concerns, moral questions, civil rights, etc.; and items assessing critical thinking, logic, judgment and decision making, reasoning, etc.

There was also the intention of casting explanatory hypotheses in an effort to account for good and bad performances. There was no expectation that such hypotheses could be tested, of course, since NAEP data are purely descriptive. This intention would be greatly enhanced by the data breakdown built into the NAEP treatment. The treatment involves the breakdown of data by ages 9, 13, 17, and Adult; Northeast, Southeast, Central, and West regions of the U.S.; two sexes; two races; four levels of Parents' Education; and seven Size and Type of Community categories. Thus, the seeker of explanations is guided to ask, "Why do Blacks perform worse than Whites on this item about the Supreme Court?" When a cluster of items in a color scheme is under consideration, he may ask, "Why do persons in the upper socio-economic areas of the cities know more about their democratic rights and duties than persons who live in rural areas?"

A further intention within this interpretive task was to draw implications for public policy. For example, one is tempted to infer from the consistently poor performances of Blacks in this assessment that something is awry in the conduct of schools, in curriculums, in teaching strategies, in the society, in the assessment procedures, in the assessment content, or possibly in the Black population itself. Some of these, at least, would be subject to alteration by changes in public policy.

A final intention was to translate findings and data into forms more useful to an assortment of users. While the NAEP treatment of data is not at the sophisticated statistical level of much of educational research, it is several cuts above simple addition and subtraction. Multivariat analysis, regression formulas, correlation coefficients, and chi squares are absent here; but there are sufficient NAEP idioms, such a Raw P, Delta P, cut-off, hinge, and eighth as well as standard terms in the nomenclature, such as category, variable, standard error, median, and mean, to boggle the mind. The craft of the interpreter, one would suppose, is to say obtuse things in ways that are meaningful to readers.

Some Limitations - Fortuitous and Otherwise

We have suggested some of the limitations of this interpretation. Chief among these is the impossibility of finding correlations between a performance in one situation and a performance elsewhere. Educators are fond of discovering such relationships, e.g., between I.Q. and reading or belief in x and belief in y. The reason for this limitation is the sampling and testing schemes employed by NAEP. As more elaborately explained in Larkins' report, NAEP has constructed sample populations of some 27,000 persons in each age group of 9, 13, and 17, and 9,000 Adults. However, out of deference for the physical and mental comfort of these persons, the total number of items being used to assess a subject area is divided into 10 to 14 sets or packages so that each package contains only 1/10 or 1/14 of the items. An individual or group selected for testing as a part of an age sample would receive only one

package containing, say, 20 items out of a total of 200 to 300 in a subject area. Thus, the items contained in a given package would be answered by only 2,000 to 2,500 persons or so. Correlations between items within packages would be possible since these items would have been answered by the same persons. While NAEP has experimented with this further treatment of assessment data, the data presented here are not dealt with in this way. Correlations between items in different packages are not statistically permissable, however, because the two sets of items would have been answered by two different groups of people.

Statisticians substantiate that when appropriate sampling methods are used, clusters of items, as in a color scheme, may be treated as if they represent the performance of a total age group population. Thus, answers to a cluster of 10 items, while possibly the actual performances of 10 groups of 2,500 persons, each group having answered one item in the cluster, may legitimately represent the performance of the entire sample. An assumption of sub-group equivalency is made in this regard, of course.

A second serious limitation relates to a series of fortuitous events that range temporally over a year and a half, geographically from Washington, D.C., to San Francisco, and ethically from principal to expediency. The upshot of the difficulties is that severed budgets, delayed computers, and contract deadlines have restricted this interpretation to fewer than 50 items out of some 200 in the Social Studies Assessment and to two color schemes out of a planned half dozen or so. We anticipate that in the future this interpretation will be completed with all social studies

items included and with whatever additional color schemes are in the NAEP computer tape.

We hope to correct another limitation in that future expansion of this interpretation. This document contains only limited references to the earlier findings in the Citizenship Assessment. An unfortunate deterrent to any comparison of the results of the two assessments is the fixing of summary data, i.e., the color schemes or clusters, by different rubrics. A presumption is made, however, that some goals in the two areas are so similar that comparisons are possible and that some items in the two assessments can be found that appear to ask similar things.

Items included. This interpretation is limited to the consideration of the items displayed as Appendix B where they are grouped into two color schemes. The two schemes, originally requested for this NCSS assessment in the categories of "Knowledge of Rights and Duties" and "Knowledge of Institutional Structures," largely parallel the social studies items used in Political Knowledge and Attitudes 1971-1972, NAEP's recent publication by Marriner and Crane.

## Reporting the Data

All data, all statistical treatments of data, and all interpretations of statistics contain inherent distortions and inaccuracies. The fact is that statistics, statistitions, and interpreters of statistics impose their own peculiar frames on data. The danger occurs in the pretense of purity which is not and cannot be. That pretense is not made about the

data and interpretations reported here.

For the most part, percentage of success is the basic statistic used in the NAEP assessment. That means simply the percentage of persons from a designated population who marked the item correctly or successfully, as judged by NAEP. This statistic is called Raw P in NAEP jargon we use Raw P, percentage, and percentage of success as equivalent terms.

Another NAEP convention derived from two percentages of success is also used in this report. One of these values is the National percentage of success on a given exercise. This value always refers to the performance of all the persons in an age group, i.e., 9, 13, 17, or Adult, who responded to an exercise, usually about 2,500 persons, give or take 200-250. There is never a combination of ages in this or any statistic in reporting NAEP data. The other percentage of success used refers to the performance of a sub group within the exercise population, e.g., Males, Females; Blacks, Whites; persons living within the Northeast, Southeast, Central, or West region. The difference between the National percentage of success (Raw P) and the sub group's percentage of success (Raw P) is reported as Delta P.

The values referred to thus far are illustrated in the following display. The data are presented as representing the performance of 13-year-olds on exercise number 406011.

Sample Exercise Data Display

406011 13-year-old respondents

| | National | Region | | | | Sex | |
|---|---|---|---|---|---|---|---|
| | --- | Southeast | West | Central | Northeast | Male | Female |
| Raw P | 73.7% | 69.9% | 74.2% | 74.1% | 76.3% | 74.4% | 73.0% |
| Delta P | --- | -3.8 | 0.5 | 0.4 | 2.6 | 0.7 | -0.7 |
| N-Count | 2687 | 706 | 660 | 674 | 647 | 1381 | 1306 |

Thus, 73.7% of the 2,687 13-year-old respondents who marked this exercise, answered it correctly. Of the 706 13-year-old respondents who lived in the Southeast region, 69.9% answered the exercise correctly. The Southeastern 13-year-olds' percentage of success is 3.8 percentage points below the National percentage of success; and so on. Delta P values will be used in several displays in this report when referring to individual exercises.

Another statistical arrangement is used when dealing with summary data, i.e., groups of exercises or color schemes. In this case, all the exercises in the color scheme are ordered from highest to lowest Delta P values of a sub-group within an age group. The median value in this list of Delta Ps is taken as the typical performance of the group on that set of exercises. Thus, exercises in the list whose Delta P values are at or near this median value are said to be typical of this group's performance in the domain of the color scheme. A complex statistical operation is employed to determine, on the basis of such information as the standard error and the difficulty of each exercise for the group, which of the exercises in the color scheme were answered atypically by the group. Another set of statistical functions is performed to determine whether a given Delta P value is large enough to be called significantly or reliably different than the National Raw P. Thus, when dealing with color schemes, the computer program gives to the interpreter a list of exercises ordered by the Delta P values for which a median has been determined and in which performances atypical of the "group effect" have been demarcated and performances statistically significantly different

than the National percentages have been flagged. These elements are boons to the interpreter since they give him something extra to say about the group's performance on the set of exercises, i.e., that it performed comparatively better or worse than expected (atypically) on the demarcated exercises relative to its performances on the other exercises and that it performed significantly better or worse than the whole age sample on the flagged exercises. Our use of the typical and significant nomenclature will remain consistent throughout the report, e.g., significant will always mean statistically significant.

An example of such a display of a color scheme is inserted below for clarification.

Color Scheme Display of Exercises and Performances

Age: 9 Size and Type of Community: Rural

Color Scheme: Knowledge of Institutions (Structures and Rights and Duties)

| Delta P Values | National Percentages of Success (Raw P) | Exercises: Short Text |
|---|---|---|
| 4.20* | 88.93 | Unreleased text |
| 3.03 | 35.92 | Which Job Hlth Dept - Insp. Rest. |
| 0.33 | 83.18 | Unreleased text |
| (median: 0.220) | | |
| 0.11 | 73.82 | Who Responsible Fair Trial/Judge |
| -4.83 | 57.54 | Who Head Town Gov/Mayor |
| -8.49* | 46.85 | Unreleased text |

In this short color scheme, rural 9-year-olds performed typically at a level very near the National Raw P. The performances on the two

exercises nearest the hypothetical median (Medians must be computed in even numbered lists in order to make a 50-50 split) are only .11 and .33 above the National Raw P. A group's typical performances do not have to be close to the National Raw Ps, of course. The reference point for the judgment of typicality is the group's own median, the "most typical" performance in the color scheme. Typical performances are contained within calculated limits on either side of the group's median. It is possible for all of a group's performances to lie within the limits of typicality; ordinarily, however, at least a few extreme scores in a group's dispersion on a color scheme are judged to be atypical. The best performances in the example, in which the rural 9-year-olds are 4.20 and 3.03 percentage points above the National Raw Ps, are better than their typical performances. Likewise, their worst performances, 8.49 and 4.83 percentage points below the National Raw Ps, are worse than their typical performances.

Furthermore, the two extreme Delta P values of -8.49 and 4.20 are flagged by the computer as being significantly different than the National percentages for the exercises. The two Delta P values of -4.83 and 3.03 are merely chance variances from the National percentages. While statistically significantly different scores normally appear at the low and high ends of a dispersion, significance is a function of the size of the Delta P score on an exercise, not of the dispersion per se. A group's performances on all the exercises in a color scheme could be significantly better or worse than the National performances on the exercises. Thus, a Delta P value may be typical and significant, typical and not significant, atypical and significant, or atypical and not significant.

The wiley reader of statistics will have inferred by now that an assumption of relatedness of exercises must be made to support the assertions of typicality and atypicality in all cases. The existence of a valid color scheme is the foundation of all such group summaries. Statistically, the most valid color schemes would be produced by factor analysis. Then one could tell operationally which exercises go together. NAEP has toyed with this notion, but color schemes to date, including the two involved here, have content validity only. That, too, could be enhanced with the help of a few like-minded experts. Hunkin's paper offers a surfeit of visual judgments on which exercises in the Social Studies Assessment and Citizenship Assessment are valid candidates for their designated offices. Also Chapin's paper reports jury decisions that relate to exercise validity. Neither of these reports was available, however, when the judgments on these two color schemes were made. To the extent that this researcher's decisions effected these groupings, no appeal was made to a wider expertness. That lonely culpability notwithstanding, the schemes are not precisely as requested; so help came from somewhere.

A final comment on the presentation of group data in a color scheme concerns the dispersion of Delta P values on either side of the typifying median. Earlier we explained the NAEP convention of using the median value in an ordered array of exercise performances as the most typical performance of a group. It was also suggested in that discussion, that pegging the "group effect," "median value," or "typical performance," of, say, 13-year-old Blacks at 11.22 percentage points below the National percentage of success for all 13-year-olds' is a useful but incomplete bit of information. The median Delta P tells us nothing about the dispersion

of Delta P values above and below that median value.

The median value example cited above (Delta P = -11.22%) will illustrate the usefulness of also noting the range or dispersion of Delta P values. In the color scheme involved in that instance, there are 26 exercises. For the entire listing of 26 exercises the group effect (median Delta P) of 13-year-old Blacks is 11.22 percentage points below the National Raw P. However, the poorest performance of this group on any exercise in the list was 28.98 percentage points below the National Raw P. At the other end of the scale, the best performance for the group was on an exercise where it scored 7.52 percentage points above the National Raw P. The median and range can be shown in some such display as the following:

| Lowest Delta P | Median Delta P | Highest Delta P |
|---|---|---|
| -28.98 | -11.22 | +7.52 |

While none of the displays in this report include this dispersion information, frequent and consistent references are made to the extreme limits of the distributions in the interpretive discussions. The highest and lowest Delta P values are often atypical in that they depart farthest from the median Delta P.

## Limitations of the Data

What with all the complexities of treatment, one would presume that a wealth of hypotheses could be invented about youth, learning, schools, and cultural effects in this country from the NAEP data. Numbers of observations and complexities of treatment notwithstanding, the wealth

available is extractable primarily through the loosest kind of inferring. In the statistical world, trade in loose inferences is bearish. Moreover, NAEP, being a political creature, is constrained from engaging in such creative hypothesizing.

More specific to the point here, it is the nature of the data that poses the harshest limitations. Primarily what we have here are disjunctive data, to coin a phrase, rather than conjunctive data, to coin another; and they are disjunctive in several ways.

First, as explained earlier in this paper, the grand sample of, say, 25,000 persons in an age group turns out in the real world to be a composite of, say, 10 sub samples of 2,500 persons each. An assessment in a subject area may be comprised of 250 exercises. However, no one person and no one sub sample takes that sort of test; instead in the real world each works with only 25 social studies exercises. Later they are quilted together to compose the Social Studies Assessment. Given the right assumptions about sub and grand sample randomness, sub and grand test reliability, exercise validity, etc. and the right and properly rigorous statistical controls, this disjunctive approach can produce some reliable knowledge of a gross sort. This sample and test disjunction needs to be kept in mind nonetheless.

There is also a disjunction across ages that makes generalizations comparing one age group with another tenuous. The problem is mainly one of test equivalency, though all the sampling problems dealt with above are active here, too. While the big goals and objectives in social studies are shared by all the age groups, common sense alone dictates different translations of these goals, different activities, different content, etc.,

at least to a degree. Thus, while all age groups may share some questions, each group may have a unique combination overall and some unique questions of its own. A simple display of the Rights and Duties color scheme utilized in this paper will illustrate the problem. The color scheme as a whole is comprised of 22 exercises, variously shared by the different age groups.

Exercise Distribution in Rights and Duties Color Scheme

| Exercise: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Age 9 | | x | | | | | | | | | | | | | | | | | | | | |
| Age 13 | | x | x | | | | | | x | | x | x | x | x | x | | | | x | x | | x |
| Age 17 | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Age Adult | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x |

Cross-age conclusions between 17-year-olds and Adults present the least difficulty; the color scheme for them is substantially equal. But cross-age inferences between ages 13 and 17 must be drawn from half the number of exercises, a dubious equation at best; and nothing useful can be said about 9-year-old respondents.

Though the data are superfluous to the point, we will display the exercise sharing for the other color scheme, "Knowledge of Structures," as a handy check point for interested readers.

Exercise Distribution in Structures Color Scheme

| Exercise: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Age 9 | x | | x | x | | x | | | | | | | | | | | | | x | | | | | | | |
| Age 13 | | x | | | x | | x | x | x | | | | | | x | x | x | x | | x | x | x | x | x | x | x |
| Age 17 | | x | | | x | | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | x | x |
| Age Adult | | x | | | x | | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | x | x |

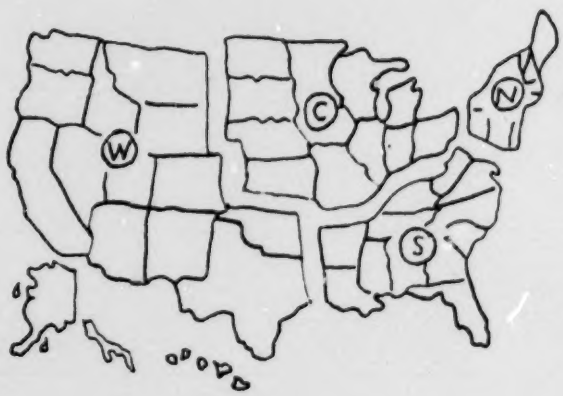
As we have shown in several ways, though without a formal layout, the NAEP data are broken down for each age group in a variety of interesting and pertinent ways. As a starting point for this discussion, we will display these breakdowns.

Categorical Breakdown of NAEP Assessment Data

National

Region

- Southeast
- West
- Central
- Northeast




Sex

- Male
- Female

Race

- Black
- White
- Other

Parents' Education

- No High School
- Some High School
- High School Graduate
- Post High School
- Unknown

Size and Type of Community (STOC)

- Low Metro
- Extreme Rural
- Small Place
- Medium City
- Main Big City
- Urban Fringe
- High Metro

These categories, with the help of the inset map of the United States, are presumably self explanatory with the exception of Size and Type of Community (STOC). Because the definitions of these seven STOC categories are fairly technical and involved, the NAEP designations are attached as Appendix A in this paper. Readers are urged to check these with some care since they represent a propitious blending of geographic and socio-economic

concepts.

Now, back to our main point about the disjunctiveness of these data. Each of the age groups, 9, 13, 17, Adult, is categorizable in each of the ways shown in the display. Thus, we can show the percentage of success (Raw P) of all 9-year-olds (National), for example, on any exercise designated for 9-year-olds and the group effect (median Raw P) and dispersion of all 9-year-old performances across a color scheme of exercises. Further, we can show these same statistical performances (Raw P, median Raw P, etc.) for 9-year-olds who live in the Southeast, or who are Males, or who are Black, or whose parents have not gone to high school, or who live -- more accurately, who go to school -- in a Low Metro community. The repeated use of the disjunctive 'or' in the sentence dramatizes the disjunctive data problem. We cannot show by these data the performance of Southeastern, Black, Male 9-year-olds whose parents have not gone to high school and who go to school in a Low Metro community. In fact no cross category combinations of any kind are available in these data.

This is not a limitation of which NAEP is unaware. It has, in fact, contemplated future assessments in which some such combinations are entailed. On a national scale, however, the difficulties are awesome; on a regional scale, they are only horrendous. A major part of the problem relates to sample size and to the inferring of population facts from sample data. A hypothetical case will illustrate the point. Suppose there are 25,000 9-year-olds in the grand sample. Only 2,500 of these youngsters would be administered a given exercise. Perhaps 660 of this group would live in the Southeast and only half of these, 330, would be Males. In the Southeast perhaps a third, 110, would be Black and certainly

fewer than half, 55, would have parents who never attended high school. Finally, possibly less than a fifth of these would be categorizable as Low Metro. That would provide a sample of a dozen or so, and possibly fewer, from which to infer population facts. The confidence level of one's statistical inferences would be low. Whether, for all the bother, it would improve on pure guess is open to speculation.

With this examination of the data producing machinery and the nature of the data produced, we will turn to an examination of the data themselves. Our displays and discussions will make use of the concepts and information explored in this first part.

## II A Review of the Data in the National Assessment of Educational Progress in Social Studies, 1971-1972.

We begin our discussion of the results of the Social Studies Assessment with reference to the three basic displays of group effect in Figure 1, Figure 2, and Figure 3 and their associated tables, Table 1, Table 2, and Table 3. The values shown in these six locations are median Raw P values. In Figure 1 and Table 1 the group effect is shown for each age group in the categories of National; Southeast, Northeast, Central, and West region; Black and White race; High and Low Metro STOC; and No and Post High School parental education over the entire set of exercises included in this report. These include 6 exercises for 9-year-olds, 26 exercises for 13-year-olds, 42 for 17-year-olds, and 41 for Adults. This total group of exercises is presumed to reflect the respondents' overall "Knowledge of Institutions."

Figure 2 and Table 2 summarize the group effect for each age group in the same categories as in Figure 1 and Table 1 for the color scheme, "Knowledge of Institutional Structures." Figure 3 and Table 3 display median Raw P values for the color scheme, "Knowledge of Institutional Rights and Duties." The results for the "Structure" theme are based on 5 exercises for 9-year-olds, 16 exercises for 13-year-olds, 21 exercises for both 17-year-olds and Adults. The "Rights and Duties" theme results are based on 10 exercises for 13-year-olds, 21 for 17-year-olds, and 20 for Adults. No 9-year-old results are possible here because only one exercise was judged to treat this theme.

Table 1

Knowledge of Institutions - Median Raw P Values
National, Regional, Race, STOC, Parents' Education
Social Studies 1971-1972

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National | 65.6 | 65.4 | 80.1 | 81.1 |
| Southeast | 60.4 | 59.7 | 78.1 | 74.3 |
| Northeast | 70.4 | 71.2 | 83.8 | 82.9 |
| Central | 67.6 | 67.0 | 81.3 | 81.2 |
| West | 63.5 | 64.2 | 76.3 | 80.9 |
| Black | 56.2 | 49.8 | 64.1 | 63.3 |
| White | 67.9 | 68.2 | 82.8 | 83.6 |
| Hi Metro | 71.3 | 77.6 | 87.8 | 87.9 |
| Lo Metro | 57.1 | 57.1 | 72.2 | 69.6 |
| Post H S | 70.0 | 74.4 | 86.4 | 89.1 |
| No H S | 55.7 | 53.6 | 68.2 | 70.8 |

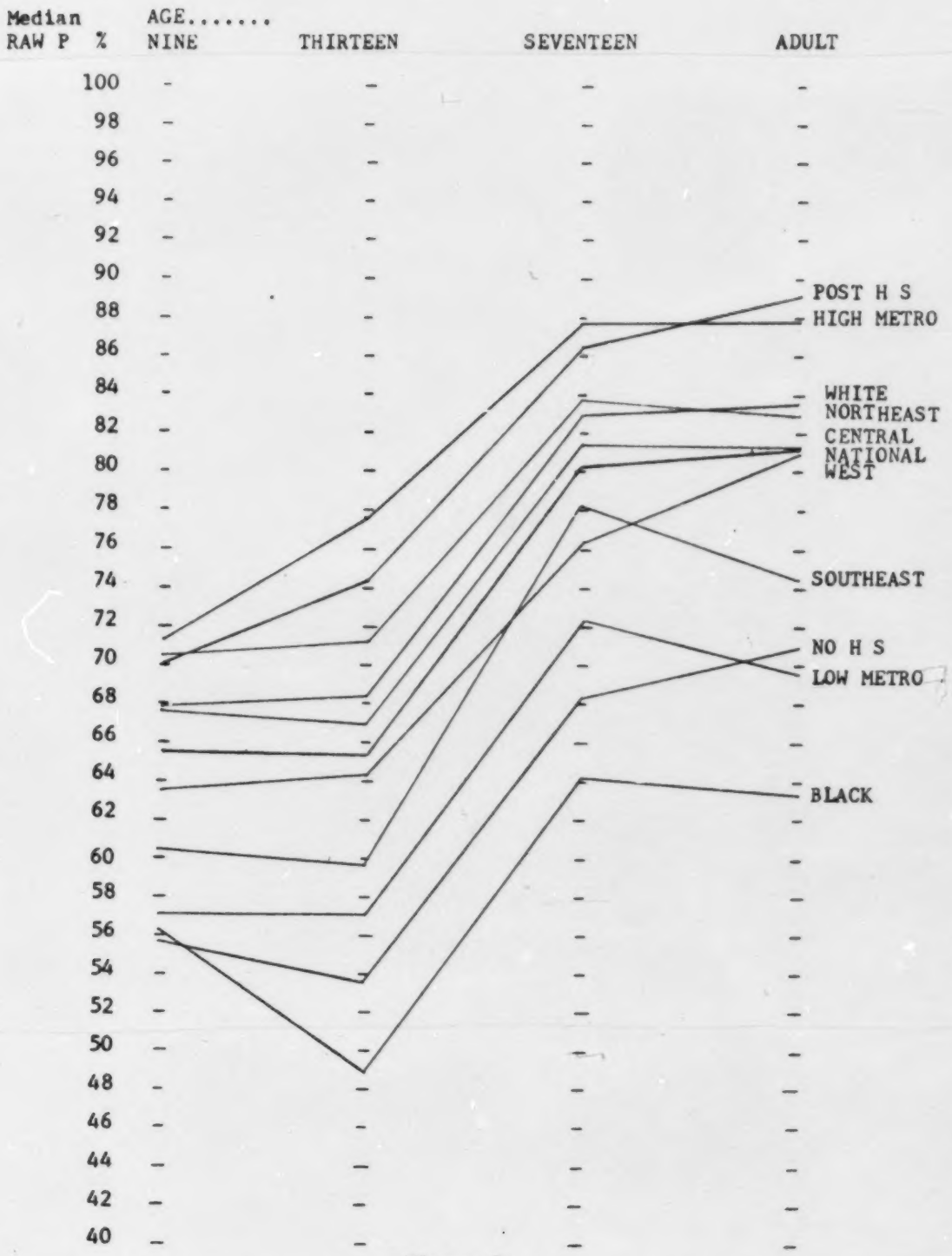



Figure 1
Knowledge of Institutions - Median Raw P Values
National, Regional, Race, STOC, Parents' Education
Social Studies 1971-1972

Table 2

Knowledge of Institutional Structures - Median Raw P Values
National, Regional, Race, STOC, Parents' Education
Social Studies 1971-1972

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National | 73.8 | 53.7 | 72.7 | 74.4 |
| Southeast | 72.8 | 50.3 | 68.7 | 71.4 |
| Northeast | 74.1 | 60.4 | 75.9 | 76.6 |
| Central | 75.2 | 52.8 | 77.3 | 76.8 |
| West | 72.7 | 55.2 | 69.4 | 74.4 |
| Black | 67.4 | 45.6 | 58.1 | 50.5 |
| White | 75.4 | 55.0 | 76.3 | 78.9 |
| Hi Metro | 78.4 | 59.0 | 79.2 | 84.6 |
| Lo Metro | 67.1 | 51.1 | 65.8 | 57.1 |
| Post H S | 77.6 | 58.9 | 81.5 | 84.8 |
| No H S | 66.9 | 46.7 | 57.3 | 64.3 |

Table 3

Knowledge of Institutional Rights and Duties - Median Raw P Values
National, Regional, Race, STOC, Parents' Education
Social Studies 1971-1972

| | | | |
|---|---|---|---|
| National | 76.6 | 80.6 | 81.3 |
| Southeast | 73.2 | 81.5 | 74.5 |
| Northeast | 80.5 | 87.5 | 85.0 |
| Central | 77.1 | 82.9 | 82.9 |
| West | 75.0 | 77.6 | 82.8 |
| Black | 59.0 | 73.5 | 68.7 |
| White | 80.1 | 84.6 | 84.1 |
| Hi Metro | 85.9 | 88.2 | 90.6 |
| Lo Metro | 61.4 | 80.2 | 70.6 |
| Post H S | 86.1 | 88.5 | 89.8 |
| No H S | 58.6 | 73.3 | 73.5 |

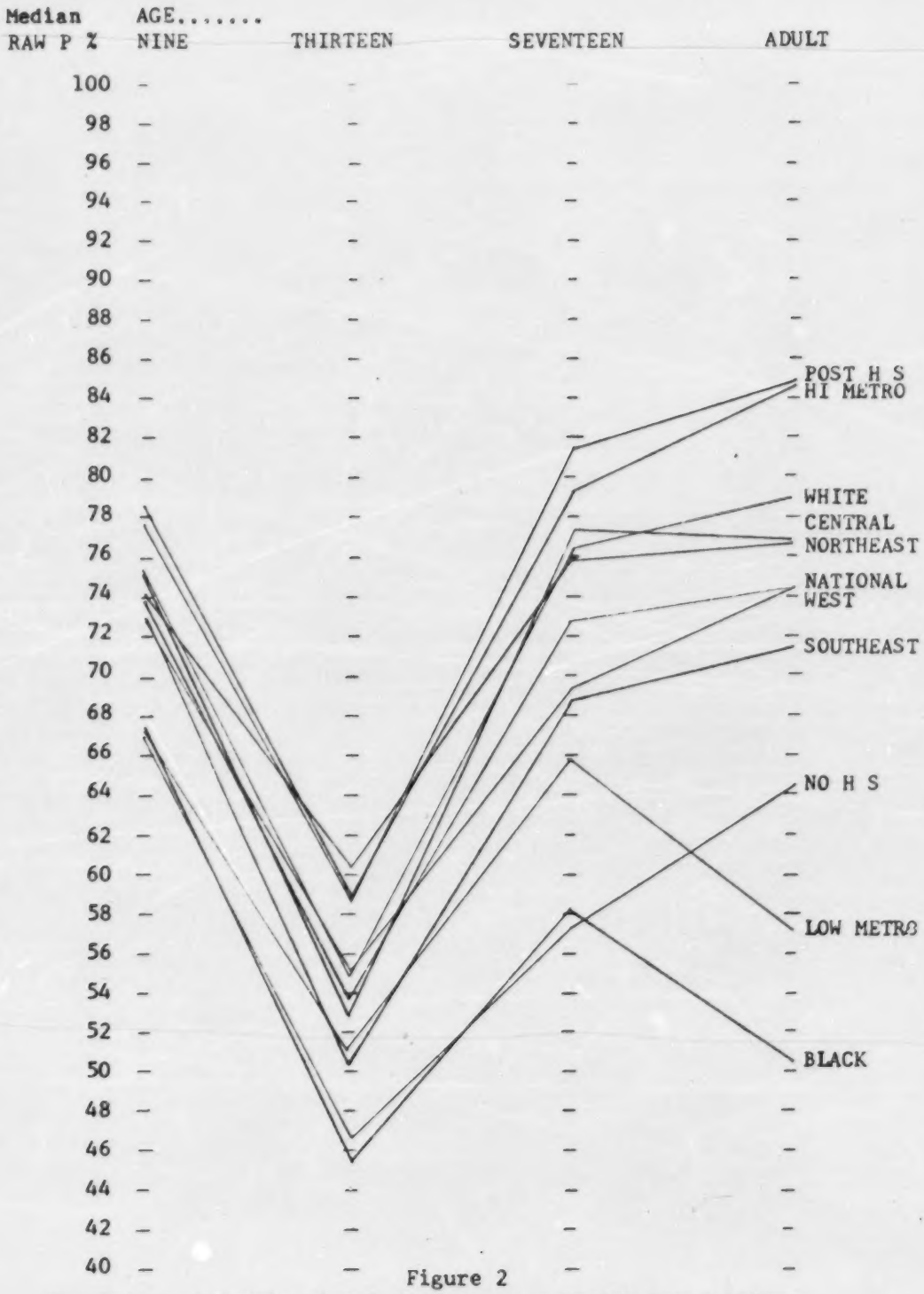



Figure 2
Knowledge of Institutional Structures - Median Raw P Values
National, Regional, Race, STOC, Parents' Education
Social Studies 1971-1972

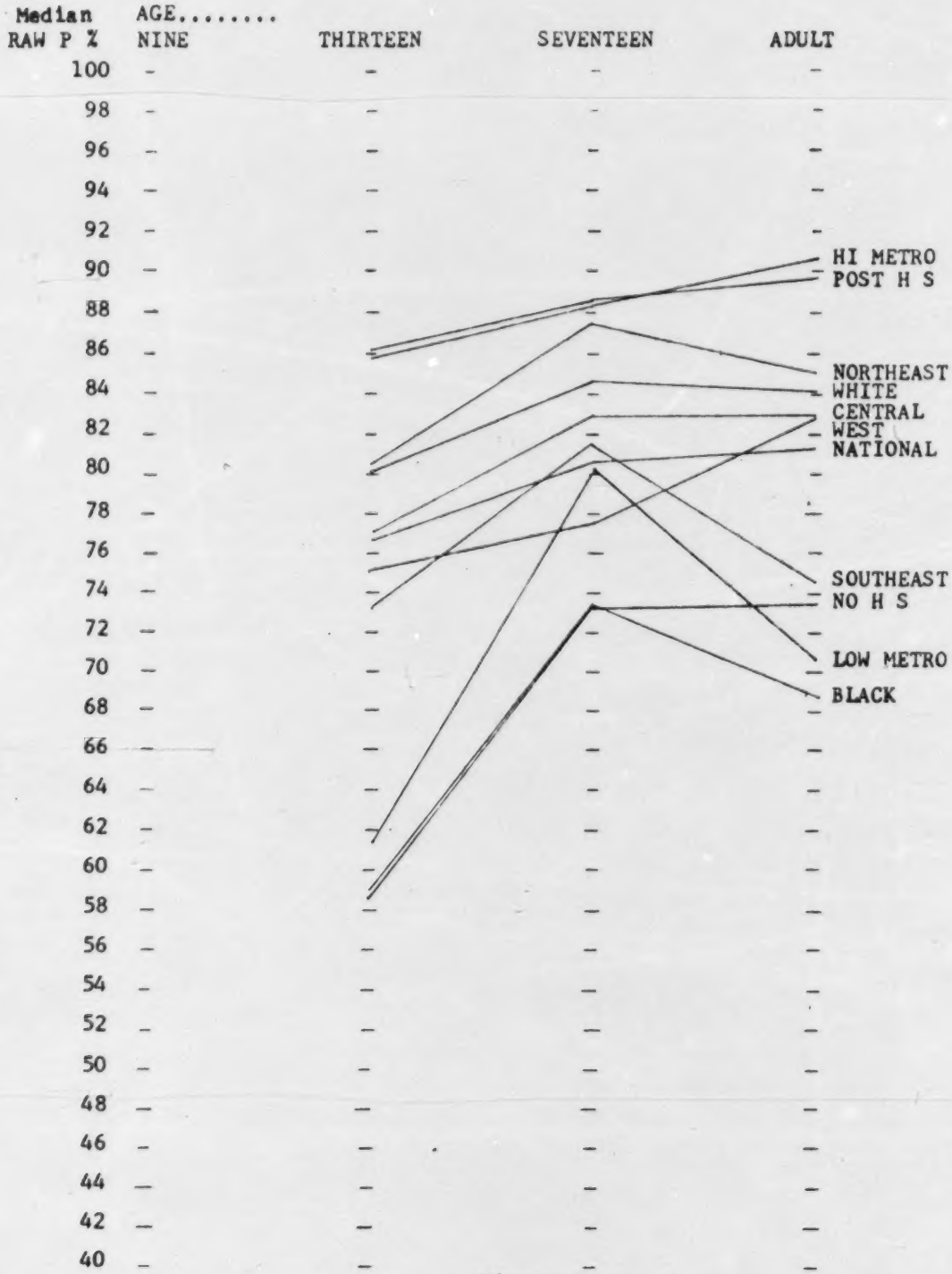



Figure 3
**Knowledge of Institutional Rights and Duties - Median Raw P Values**
National, Regional, Race, STOC, Parents' Education
Social Studies 1971-1972

Generalizing from these data in Figures 1, 2, and 3 and Tables 1, 2, and 3 is a bit hazardous; but to be perfectly honest and open, one must say that for every display. Rather than repeating it endlessly, we will assume that all will proceed from this point with caution.

The striking feature of the three graphs is the general configuration of lines. If we could make an assumption of test equivalency across the four age groups -- which, of course, we cannot -- we could say that the years between 9 and 13 are something of a loss for young persons in the U.S. as far as this aspect of social studies is concerned; but the social and political world comes alive for them sometime after age 13. By age 17, then, most will have learned all they ever will; as many will lose in their adult life as will gain in knowledge of the political and social institutions that govern their lives and their rights and duties within them. While a number of constraints will not allow us to base so strong a statement on these data lone, we suspect the hints are indeed there and something like this is in fact the case. Even discounting the results at age 9, which are probably spurious due to the few exercises, we are left with the dramatic rise from age 13 to age 17 and the noticeable cooling off after age 17. The sets of exercises given to 13-year-olds and 17-year-olds are only marginally comparable; but there is near equivalency between the 17-year-old and Adult exercises. A similar, but less pronounced rising and cooling effect is evident in the earlier Citizenship Assessment for some groups, principally Males (page 9), Medium Size Cities, Urban Fringes, and Smaller Places (pp 40-41), on a similar theme. (Citizenship, Group Results A, 1971, Report 6).

So, by rounding, squinting, and allowing in several ways, we can

probably say that something is fairly successful in increasing young persons' knowledge of institutions by as much as 25%, in relative terms, between ages 13 and 17 (an absolute gain of about 15 percentage points in these data). We may also be able to say that schools in general and social studies in particular play some part in this growth. Most students have almost two years of U.S. history and one year of government between ages 13 and 17. That does not suggest that there are grounds for pride in this rough calculation, however. A good part of the increase may be accounted for by Piagetian hypotheses concerning the general shift from the concrete operations stage to the formal operations stage of cognitive development in this age range. Understanding of this content and interest in it may be as much products of development as schooling.

We infer the effect of schooling on what apparently happens to persons when they leave school. They retain, at least in part, what they learned as teen-agers ten years or so earlier; but they do not continue to grow. Now, of course, a statement like that is not warranted by these data. We know absolutely nothing about these particular 25-35-year-olds when they were 17 except by inference and conjecture.

They were born between, say, 1937 and 1947 and half or more would have graduated from high school between 1954 and 1964 at about 17 years of age. Schools were not much different then from 1971-1972 when this assessment was made. Furthermore, these young adults knew something of WW II, or at least its aftermath, and lived through Korea and Viet Nam; some served in the armed forces there or elsewhere. They saw their president and his assassin killed on television and watched the whole

panorama of strife and dissent throughout the sanguine 60's. Some would have voted a dozen times perhaps.

Therin lies a tragedy that these data suggest. Learning in this country, at least as it measured by these exercises and as it concerns this content, stops at the schoolhouse door, not, as some have insisted, on the way in, but on the way out. Schoolmen still have no certain grounds for pride here, however; for what is learned in schools and, consequently, what is being assessed here by NAEP may be so irrelevant to a citizen's life purposes and activities that he has no reason to learn any more of it. Also what is being noted here as learning may be a consequence of experiences at a certain age, but not necessarily school experiences.

Another tragedy is depicted by Figures 1, 2, and 3 and Tables 1, 2, and 3. The gross differences and inequalities in our society that attend race and class, for the most part, are part and parcel of schooling, learning, and testing. That, of course, is hardly a startling revelation. Everybody knows that the racist and classist biases in this society are pervasive. They operate in schools quite as easily as anywhere, despite 20 years of desegregation experience. However, buried in the tangle of lines in Figure 2 is the whisper of a hypothesis that, assuming a part of the difference between 13 and 17 is a schooling effect, Blacks and the poor may get something of a break in schools. While the Blacks, the Low Metros (these are mainly the inner city poor and probably are largely Black), and those whose parents never attended high school have the three lowest median Raw P values of all 13-year-old groups

(around 60%) in the Rights and Duties color scheme, they show the most precipitous gains by age 17. The Low Metro groups show a 20 percentage point gain between age 13 and age 17; the Black samples and the No High School samples show 13 and 15 point differences. The National difference is only 4 points and no other group gained more than 8.3%. The gains of the Low Metro, No High School, and Black groups may be more of a function of starting points. It is much easier to post gains with a starting point of 59% than it is with a starting point of 77%. Their gains are short lived, however; in the adult world, the Black and Low Metro categories, along with the Southeast region show group disadvantages of from 6 to 12 percentage points below the National median.

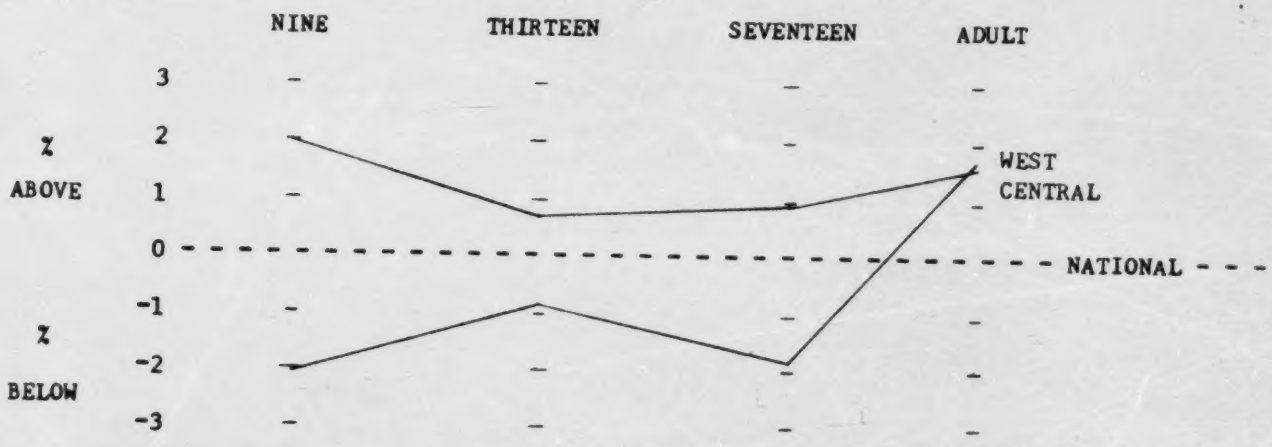
An alternative hypothesis may be more powerful. These 17-year-old Blacks in 1971-1972 had been witness to and had probably participated in a dramatic civil rights revolution in our society throughout their school life. They, more than most, would have been sensitized to such issues since 1954, the year in which some of them were born. In this hypothesis, the schools can claim no credit, for it was these young 17-year-olds who brought the pertinent concepts to the school; they didn't learn them there.

There is also the possibility that the gains for Black, No High School and Low Metro groups reflect a condition noted in other studies, e.g., the Columbia University Citizenship Education Project, that Black youths and some others learn more about politics and the like in school because they have less opportunity for formal learning about institutions outside of school than do White, middle-class youths and some others.

## III Comparison of Group Differences from National Success Levels in Social Studies and Citizenship Assessments

In the following displays and discussions, group performances will be reported as Delta P values for individual exercises and median Delta P values for groups of exercises or color schemes. When Delta P values are used, the performance of a selected group is shown as deviating by so many percentage points above or below the National Raw P value on a given exercise. In the figure displays in this section, we will adopt an NAEP convention by showing the National performance levels as lying along a horizontal line designated as 0. It is not useful to identify National Raw P values in the figures since the median Delta P values charted in the figures for two or more groups at any age level most likely report scores on different exercises. Figures simply display the typical performances of groups. The performance level of the groups involved will be charted as broken lines which connect the median Delta P values for each age level above and below the 0 National line. The following is an example of this convention.

Figure X
Knowledge of Institutions
Regions - Median Delta P



Accompanying each figure will be a table on which the numerical values are displayed as below.

Table X
Knowledge of Institutions
Regions - Median Delta P

| | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| NATIONAL MED. % | 65.6 | 65.4 | 80.1 | 81.1 |
| WEST | -2.1 | -0.8 | -1.8 | 1.7 |
| CENTRAL | 2.0 | 0.7 | 0.9 | 1.6 |

On the top line of each of these tables will appear the National median Raw P value for each age group. It is useful only as a general reference point to typify the performance level of the total age sample. There is, of course, a different set of National median Raw P values for each color scheme. These were shown in Figure 1, 2, and 3 and Tables 1, 2, and 3.

Readers should be warned that the National median Raw P values (National Med %) cannot be used in conjunction with the median Delta P values reported in the tables to calculate the groups' Raw P values, say, for Central or West Adults in Table X. The reason this operation cannot be performed is that the score 81.1% indicates the percentage of success of all Adults on a specific exercise which lies in the middle of a distribution of exercises (or the hypothetical middle score if there is an even number of exercises). The West and Central Adult median Delta P values of 1.7% and 1.6% indicate their hypothetical middle scores or their successes on the specific exercises which lie in the middle of their own distributions. Since each

distribution is independent, there is little chance that the three scores reported refer to the same exercise.

In Figure X and Table X, the Central region 9-year-olds are 2 percentage points above the National Raw P on their median exercise while Western 9-year-olds are 2.1 percentage points below the National level on their median exercise, etc. In our subsequent discussions, we may, for convenience and relief, use shortened versions of such statements, e.g., Central 9-year-olds are 2% above the National percentage while West 9-year-olds are -2.1% below.

Our first set of figures and tables will depict the performances of selected groups on the total number of exercises included in this report. The references will be to "Knowledge of Institutions" which is treated here as a color scheme of related exercises. In four instances it has been possible to make some general comparisons with the NAEP's Citizenship Assessment made in 1969-1970. Goal D of the Citizenship Assessment objectives, "Knowledge of Governmental Structures and Functions," is similar to the overall color scheme, "Knowledge of Institutions," used as the basis of this report. There are several difficulties with the comparison, not the least of which is that the Citizenship Assessment results are reported in such enigmatic ways that many values simply cannot be found and all are rounded estimates for group results. The major difficulty, of course, is the doubtful fit of the two sets of exercises.

## Regions

Figure 4 and Table 4 depict the performances of the four age groups on all exercises in the regional categories. The Figure 4 display shows very little variance among the four regions, though on most of the exercises, the Southeastern Adults are significantly below the National level.

This is the most dramatic difference in the figure, though the difference between Northeastern and Southeastern 13-year-olds is exactly the same as the difference between the Adults in the two regions.

Table 4

Knowledge of Institutions - Regions
Social Studies 1971-1972
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | 65.6 | 65.4 | 80.1 | 81.1 |
| Northeast | 2.0 | 3.6 | 3.3 | 2.3 |
| Central | 2.0 | 0.7 | 0.9 | 1.6 |
| West | -2.1 | -0.8 | -1.8 | 1.7 |
| Southeast | -3.3 | -3.9 | -3.1 | -5.2 |

The real puzzle in Figure 4 and Table 4 lies with the Western 17-year-olds and Adults. At 17, all but 5 of the 42 exercises included here are below the National percentages; a fourth are significantly below. Among the Adults, 80% of the exercises are above the National percentages; and a fourth are significantly above. Perhaps the high scoring Northeastern teenagers of a decade ago moved West. That hypothesis is of dubious quality, obviously; at least, the pattern does not show up in the Citizenship Assessment of 1969-70, which is displayed for regions in Figure 5 and Table 5. The same general, fairly flat configuration of Figure 4 is apparent also in Figure 5 with the Northeast and Central lines lying wholly above the National percentages and with the Southeast lying wholly below. The dramatic rise in the West from -0.5 at age 13 to 1.7 at age 17 is not altogether different than what occurs between age 17 and Adult in Figure 4.

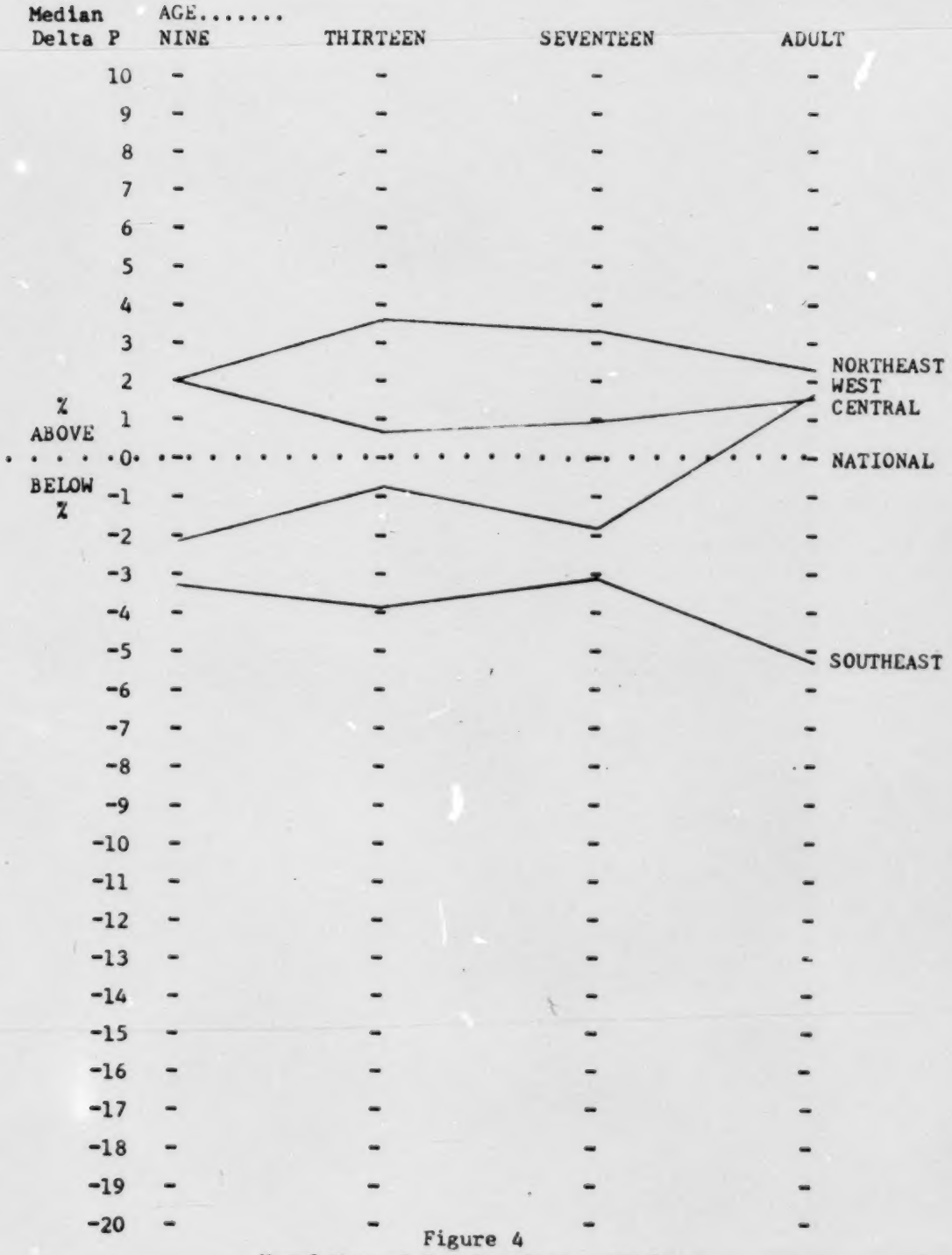



Figure 4
Knowledge of Institutions - Regions
Social Studies
1971-1972

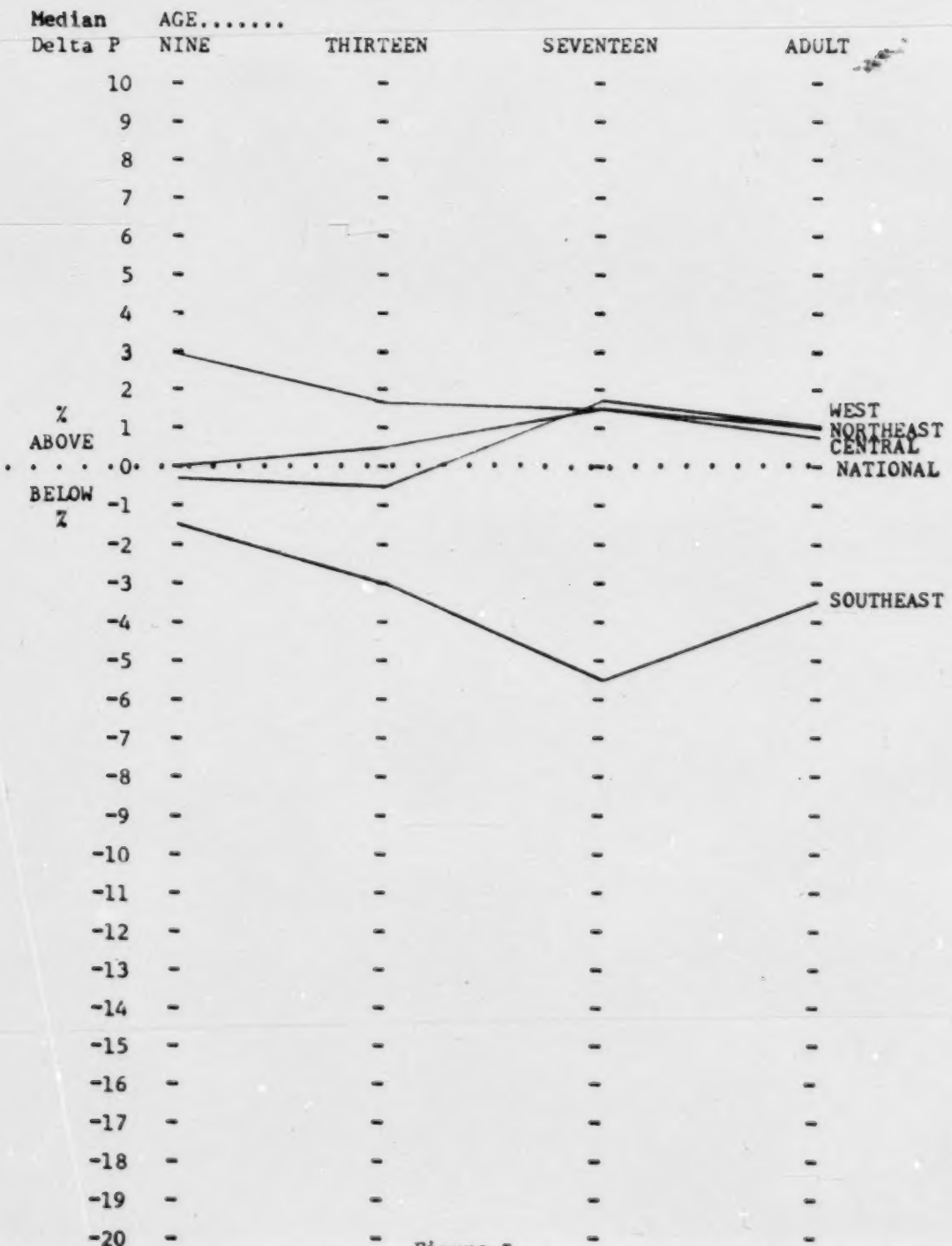



Figure 5
Knowledge of Governmental Structures
and Functions - Regions
Citizenship
1969-1970

Table 5

Knowledge of Governmental Structures and Functions - Regions
Citizenship 1969-1970
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med % | * | | | |
| Northeast | 3.0** | 1.7 | 1.5 | 1.0 |
| Central | 0.0 | 0.5 | 1.5 | 0.8 |
| West | -0.3 | -0.5 | 1.7 | 1.0 |
| Southeast | -1.5 | -3.0 | -5.5 | -3.5 |

* Not reported
** Estimated from Exhibit 3-7, p 24, Citizenship group Results A, Report 6, July 1971.

Race

Figure 6 and Table 6 show the performances of the four age samples on all exercises as categorized by Black and White races. Excluded from these displays are about 125-220 persons in each of the sub samples of some 2,500 persons who were classified as "Other." The "Other" category includes Orientals, who qualify as racially distinct, and some ethnic groups who do not. The category is too indistinct to characterize accurately and too small to include in this breakdown. In the NAEP testing

Table 6

Knowledge of Institutions - Race
Social Studies 1971-1972
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | 65.6 | 65.4 | 80.1 | 81.1 |
| Black | -12.2 | -11.3 | -13.5 | -18.4 |
| White | 2.3 | 1.8 | 2.8 | 2.9 |

procedures, racial membership is determined visually by the test administrators in the field. That is part of the reason for the confused Other

category. All field administrators do not share the same definitions of race. Also included here in Table 7 and Figure 7 are the group results for Blacks for Goal D in the 1969-70 Citizenship Assessment. Neither National percentages nor White median Delta P values are reported by NAEP for the Citizenship Assessment. Nonetheless, the results are obviously tragically similar.

Table 7

Knowledge of Governmental Structures and Functions - Race
Citizenship 1969-1970
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | ___* | ___ | ___ | ___ |
| Black | -10.0** | -13.0 | -15.5 | -17.0 |
| White | ___* | ___ | ___ | ___ |

* Not reported

** Estimated from Exhibit 3-9, p. 64 Citizenship: Group Result, B Preliminary Report 9, May 1972

As shown in Table 6, the success difference between the Whites' and Blacks' median Delta P values at every age level is from 13% to over 20%. The exercise story is the same at every age level. At age 9, the Whites have six out of six exercises significantly above the National percentages; the Blacks have six out of six significantly below. At age 13, the Whites have 24 out of 26 exercises above the National percentages, 18 of them significantly above. The Blacks, on the other hand, have 23 out of 26 exercises below the National percentages, with 20 significantly below.

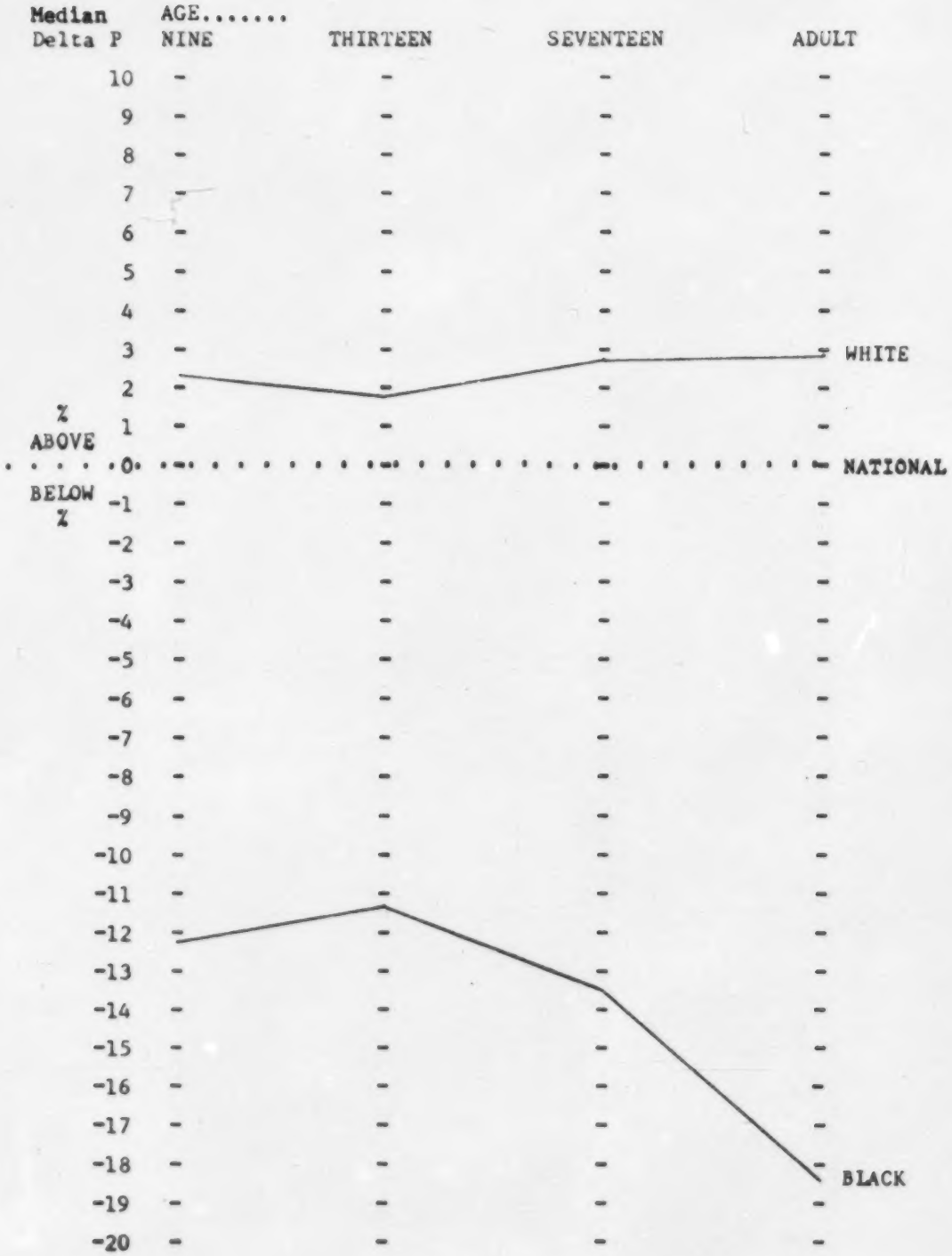



Figure 6
Knowledge of Institutions
Race
Social Studies
1971-1972

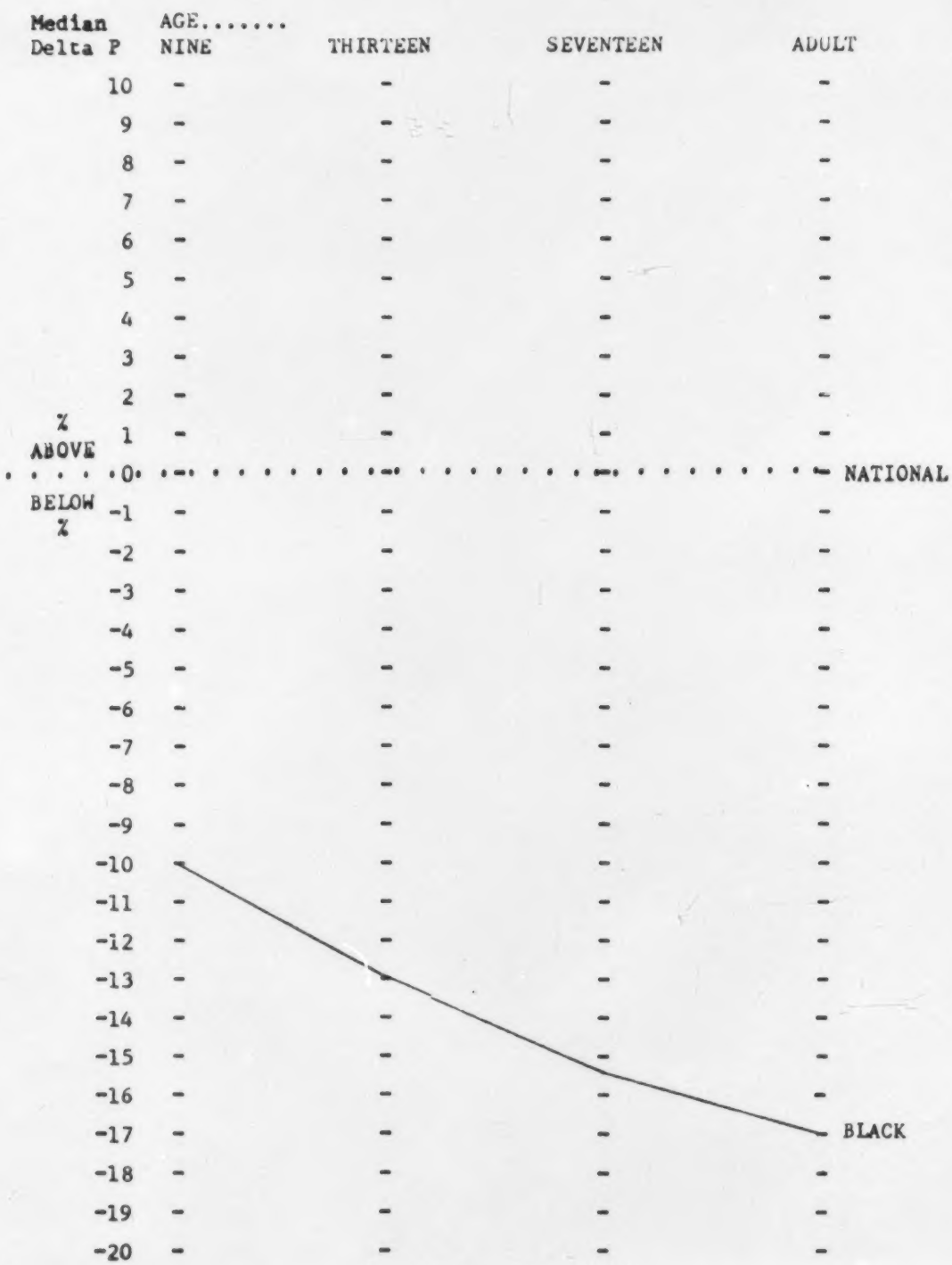



Figure 7
Knowledge of Governmental
Structures and Functions
Race
Citizenship
1969-1970

White 17-year-olds have 39 of 42 exercises above the National percentages while the Black 17-year-olds have 40 of 42 exercises below. Of these 37 are significantly above for Whites and 36 are significantly below for Blacks. Adult Whites have 39 out of 41 above and Adult Blacks have 39 out of 41 below the National percentages. All but one Delta P above and two below are statistically significant. On several individual exercises at the Adult level and on a few at other levels, the difference between Black and White Raw P values is more than 30%. In one case the difference is nearly 40%; a White Adult, in that case, was 2½ times more likely to answer correctly than a Black Adult. The pattern emerges of two racial groups in this country dramatically and tragically diverse in their knowledge and understanding of the basic legal and political institutions that order and protect their lives and interactions, as measured by this NAEP assessment.

Parents' Education

Tables 8 and 9 and Figures 8 and 9 display breakdowns of the Social Studies Assessment results on Institutions and the earlier Citizenship Assessment results on Governmental Structures and Functions (Goal D) by Parents' Education. A respondent was placed in the Post High School category if one or both of his parents attended some school beyond high school; in the High School Graduate category if one or both of his parents graduated from high school; in the Some High School category if one or both of his parents attended high school, but neither graduated; and in the No High School category if neither parent went to school beyond the eighth grade.

It is well known that father's education has important social class membership effects in this society, so that kind of differentiation is

Table 8

Knowledge of Institutions - Parents' Education
Social Studies 1971-1972
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | 65.6 | 65.4 | 80.1 | 81.1 |
| Post H.S. | 4.7 | 6.3 | 5.3 | 8.6 |
| HS Grad | 2.4 | -0.3 | -0.2 | 2.9 |
| Some H.S. | -6.3 | -6.0 | -5.7 | -2.1 |
| No H.S. | -8.1 | -10.7 | -13.2 | -9.2 |

Table 9

Knowledge of Governmental Structures and Functions - Parents' Education
Citizenship 1969-1970
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | ___* | ___ | ___ | ___ |
| Post H.S. | 10.0** | 8.5 | 9.5 | 8.0 |
| H.S. Grad | 2.5 | 2.0 | 3.5 | 1.5 |
| Some H.S. | -4.5 | -2.0 | -6.0 | -1.0 |
| No H.S. | -8.0 | -8.5 | -7.0 | -9.0 |

* Not reported

** Estimated from Exhibit 2-16, p. 32, Citizenship: Group Results B. Preliminary Report 9, May 1972

obviously working in these arrays. A distinctive characteristic shared by the two data sources is the absolute and heirarchical discreteness of the categories across the age levels. The lower education groups never close the gap. The Some High School Adults show a precipitous gain in Figure 9,

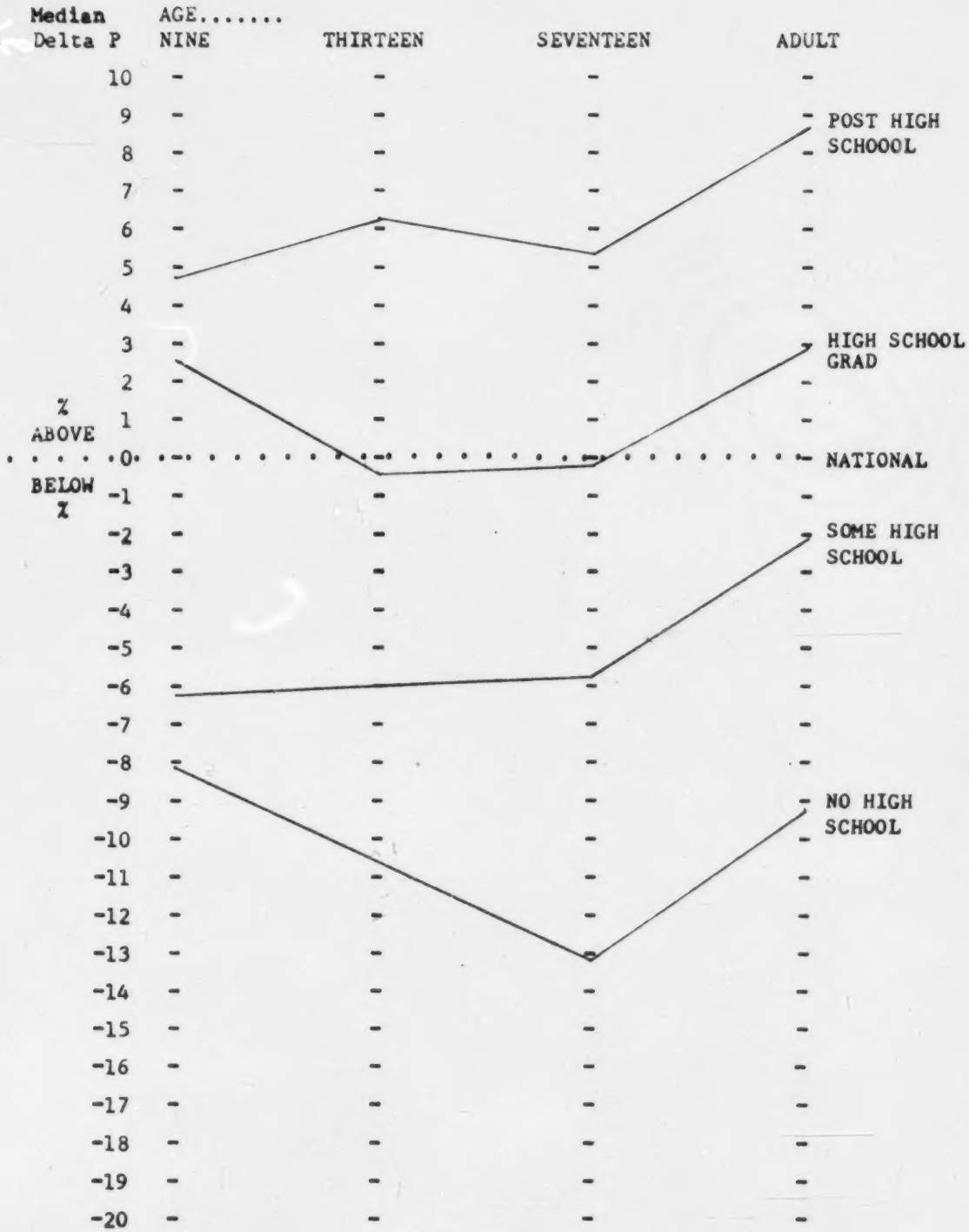



Figure 8
Knowledge of Institutions
Parents' Education
Social Studies
1971-1972

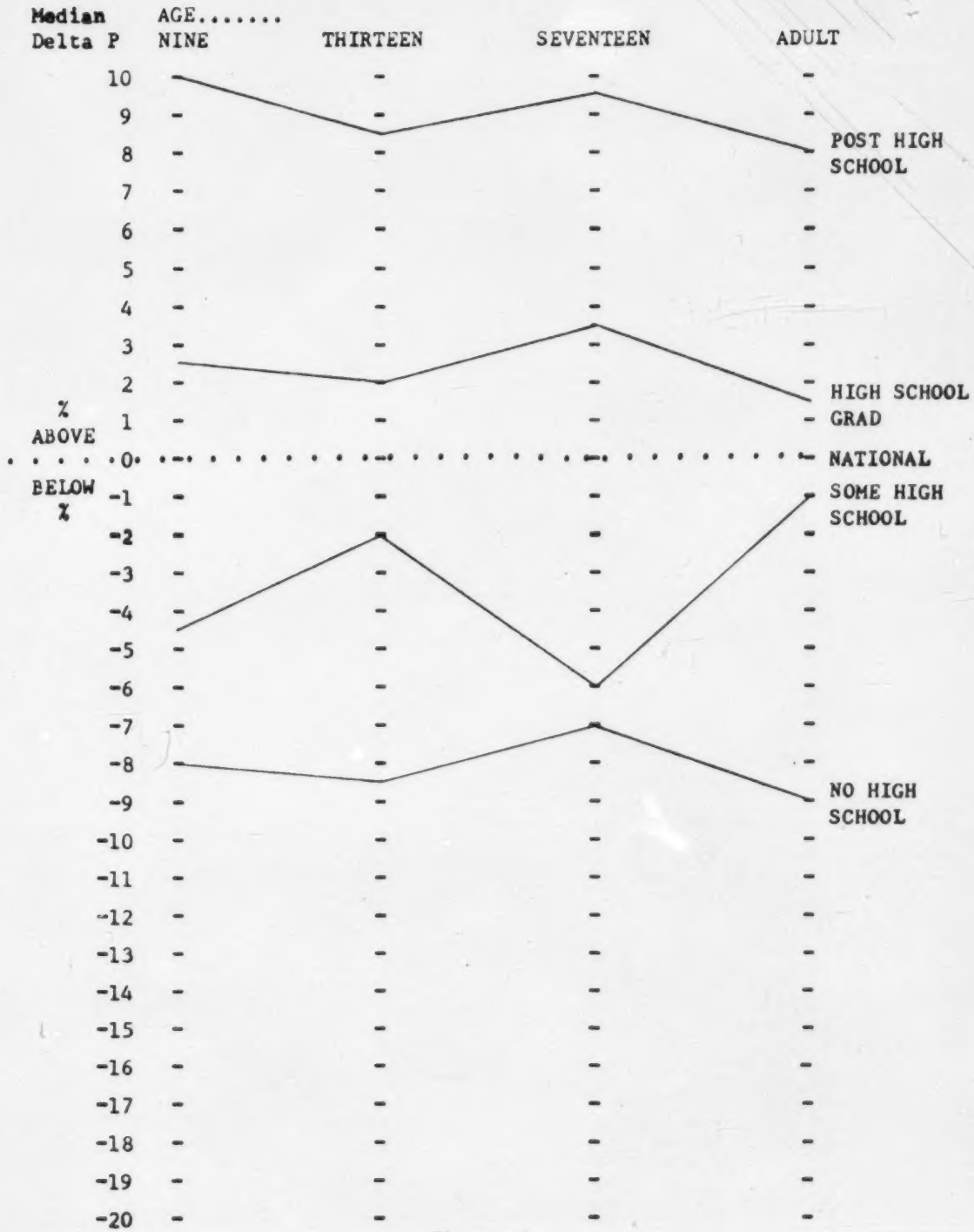



Figure 9

Knowledge of Governmental Structures and Functions
Parents' Education
Citizenship
1969-1970

however, that would be interesting to explore. It could reflect nothing more than a chance sampling fluctuation; but in the midst of the parallelism otherwise exhibited in this display, the results of this category across the age levels are anomolous. The parallel upswings of all Adult categories in Figure 8 will be looked at more specifically in the analyses in the next section of this report.

Size and Type of Community

The exhibits in Tables 10 and 11 and Figures 10 and 11 are also related in that they show the two sets of data categorized by Size and Type of Community. The official definitions of these categories are included in this report, as mentioned earlier, in Appendix A. These categories also have heavy socio-economic effects in that High Metro is mainly an affluent grouping; Urban Fringe is suburbanite, presumably middle class America; Rural is primarily a farm population; and Low Metro is inner city, thus mainly, though not exclusively, city Black.

Table 10

Knowledge of Institutions - STOC
Social Studies 1971-1972
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | 65.6 | 65.4 | 80.1 | 81.1 |
| Hi Metro | 4.8 | 8.8 | 7.0 | 7.9 |
| Urban Fringe | 1.8 | 1.4 | 1.9 | 2.8 |
| Rural | 0.2 | -3.5 | -4.3 | -3.6 |
| Lo Metro | -11.9 | -6.9 | -6.1 | -11.9 |

It is tempting to overwork these data and to extend unreasonably assumptions of reliability and validity. But without invoking validity, it seems warranted to say that the exercises used in the 1969-1970

Table 11

Knowledge of Governmental Structures and Functions - STOC Citizenship 1969-1970
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | ___* | ___ | ___ | ___ |
| Hi Metro | 6.0** | 5.0 | 5.5 | 10.5 |
| Urban Fringe | 0.5 | 1.5 | 1.0 | 0.0 |
| Rural | -4.5 | -4.0 | -3.5 | -5.5 |
| Lo Metro | -17.0 | -8.5 | -9.0 | -11.5 |

* Not reported

** Estimated from Exhibit 4-14, p. 97, Citizenship Group Results B, Preliminary Report 9, May 1972

Citizenship Assessment and those used in the 1971-1972 Social Studies Assessment discriminate among these STOC groups in the eight age samples involved in very similar ways. The four community types selected here actually include only about 45% of the data; but for the Social Studies Assessment, the remaining results for Main Big City, Medium City, and Small Place are all within 1.5% of the National percentages; most are less than 0.5%. In the Citizenship Assessment, all but two of the results not shown on Figure and Table 10 are less than 2.5%. The high variances are included in these displays. They are unquestionably sensitive to socio-economic influences.

Though in the next sections, where the two social studies color schemes will be treated separately, we will treat the validity question more explicitly, it is transparent here, <u>if we assume test validity</u>, that the social classes in this country vary greatly in their knowledge and

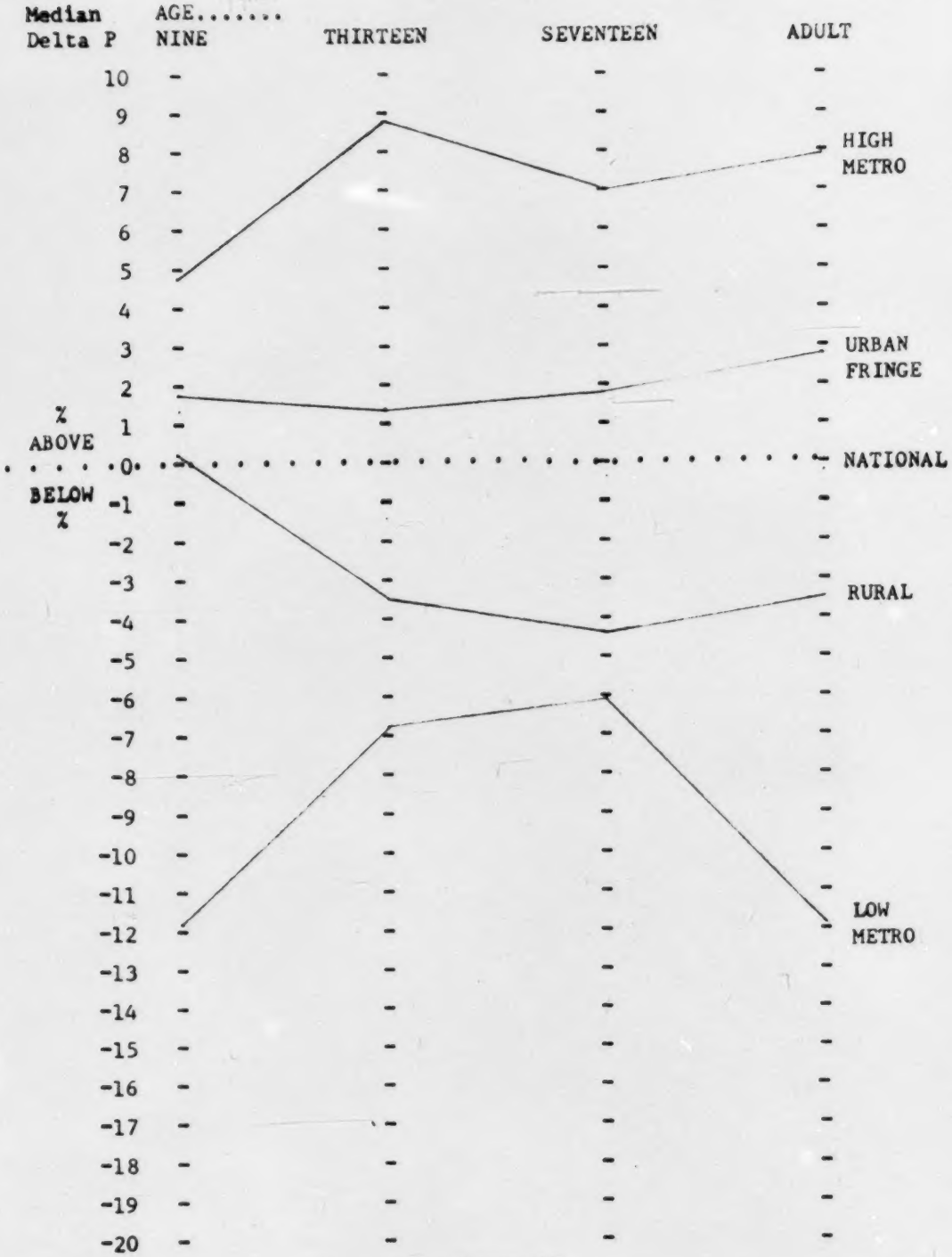



Figure 10
Knowledge of Institutions
STOC
Social Studies
1971-1972

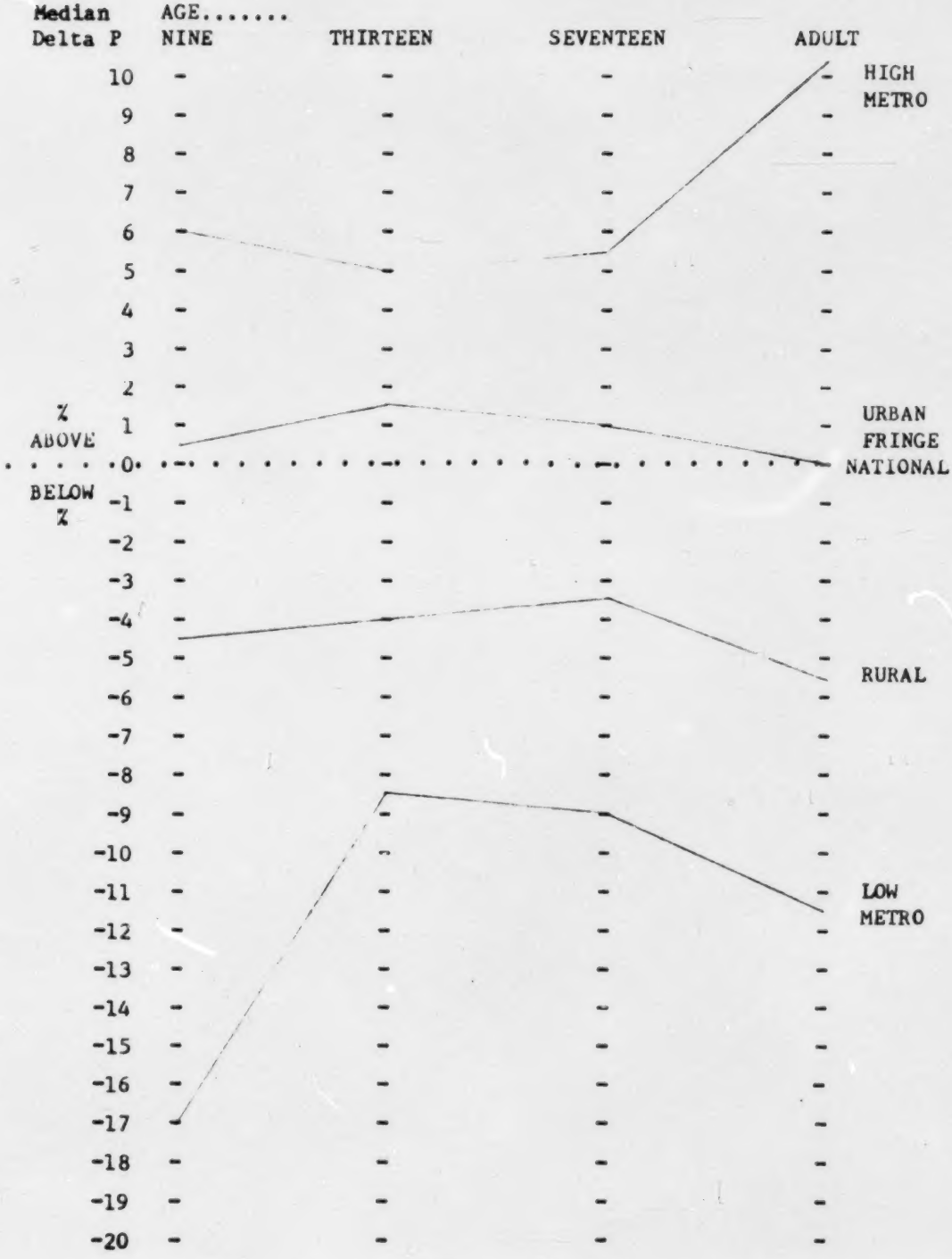



Figure 11

Knowledge of Governmental Structures and Functions

SWOC

Citizenship

1969-1970

understanding of the institutions they live by. Before this classist hypothesis is embraced, however, one should attend carefully to the judgments reported by both Larkins and Hunkins concerning the validity of objectives and exercises comprising the NAEP Social Studies and Citizenship Assessments. Larkins, in particular, suggests the presence of social class effects in these assessments; but they are at least as evident in the assessors as in the assessed. Schooling, we might infer from the squeezing of the variance that occurs at age 13 and age 17, has some effect toward leveling; but once the influence of the school is gone, the influences of the wider milieux surface. Most of the High Metro Adults will have gone to college; and most of the Low Metro Adults will not. That in itself could account for some difference. Either the exercises are so profoundly culturally biased that the lower classes have a built-in content and language disadvantage while the upper classes have built-in advantages; or the reading, conversational, and viewing habits, along with other traits, of the High and Low Metro groups are so diverse that matters attended to in one are more in line with what these exercises refer to while the matters attended to in the other are outside this realm.

But these two explanations are the same. They both say that apparently the content of these questions is reinforced by the experiences of one group after school and not reinforced by the experiences of the other. From this point on the consideration becomes normative. One may say with Robert Coles that the effects of the inner city are pathological and possibly with James Coleman that one set of values is more appropriate for life in this country; or one may say that neither NAEP nor any other white

middle class organization -- schools, for example -- can observe, teach, or assess the lower class in this country with accuracy and fairness.

In the following section we will analyze the social studies data by the two smaller color schemes with more reference to individual exercises.

## IV Analysis of the Social Studies Data by Knowledge of Structures and by Knowledge of Rights and Duties

Results reflecting the performances of the four age level samples and analyzed by Region, Sex, Race, Parents' Education, and Community Size and Type for the two color schemes, Knowledge of Structures and Knowledge of Rights and Duties, are displayed in Figures 12 through 21 and Tables 12 through 21. The same statistical treatment is used, i.e., National percentages are shown in figures as 0 and group effects on color schemes are shown as median Delta P values; however, each color scheme is based on only a portion of the total number of exercises. The presumption is that each of these color schemes is more precisely homogeneous than the total group of exercises. That, of course, is a visual judgment and may be checked in Appendix B where the texts of the released exercises, the topics of the unreleased exercises, and color scheme membership are shown. The results in this section are based on the following number of exercises:

| | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| Structures | 5 | 16 | 21 | 21 |
| Rights and Duties | ___ | 10 | 21 | 20 |

Regions

The first set of figures and tables in this section is made up of Table 12 and Figure 12 which display the Structure color scheme and Table 13 and Figure 13 which display the Rights and Duties color scheme for each of the regional categories of Southeast, West, Central, and Northeast.

Table 12

Knowledge of Institutional Structures - Regions
Social Studies 1971-1972
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | 73.8 | 53.7 | 72.7 | 74.4 |
| Southeast | -1.8 | -3.6 | -3.4 | -4.5 |
| Central | 2.6 | 0.2 | 1.7 | 1.7 |
| West | -1.1 | -0.5 | -1.9 | 1.6 |
| Northeast | 1.2 | 3.2 | 3.3 | 0.7 |

Structures. As Table and Figure 12 clearly show, the variance across regions for the exercises assessing structural knowledge is small. The median Delta P values are all less than 5 percentage points. Most are less than 2%.

At the 9-year-old level, the exercise showing the biggest difference between the Northeast and Southeast youths asked,

"Which one of the following is usually the
head of a government in a town?

The mayor
The Governor
The Chief of Police
The School Principal
I don't know."

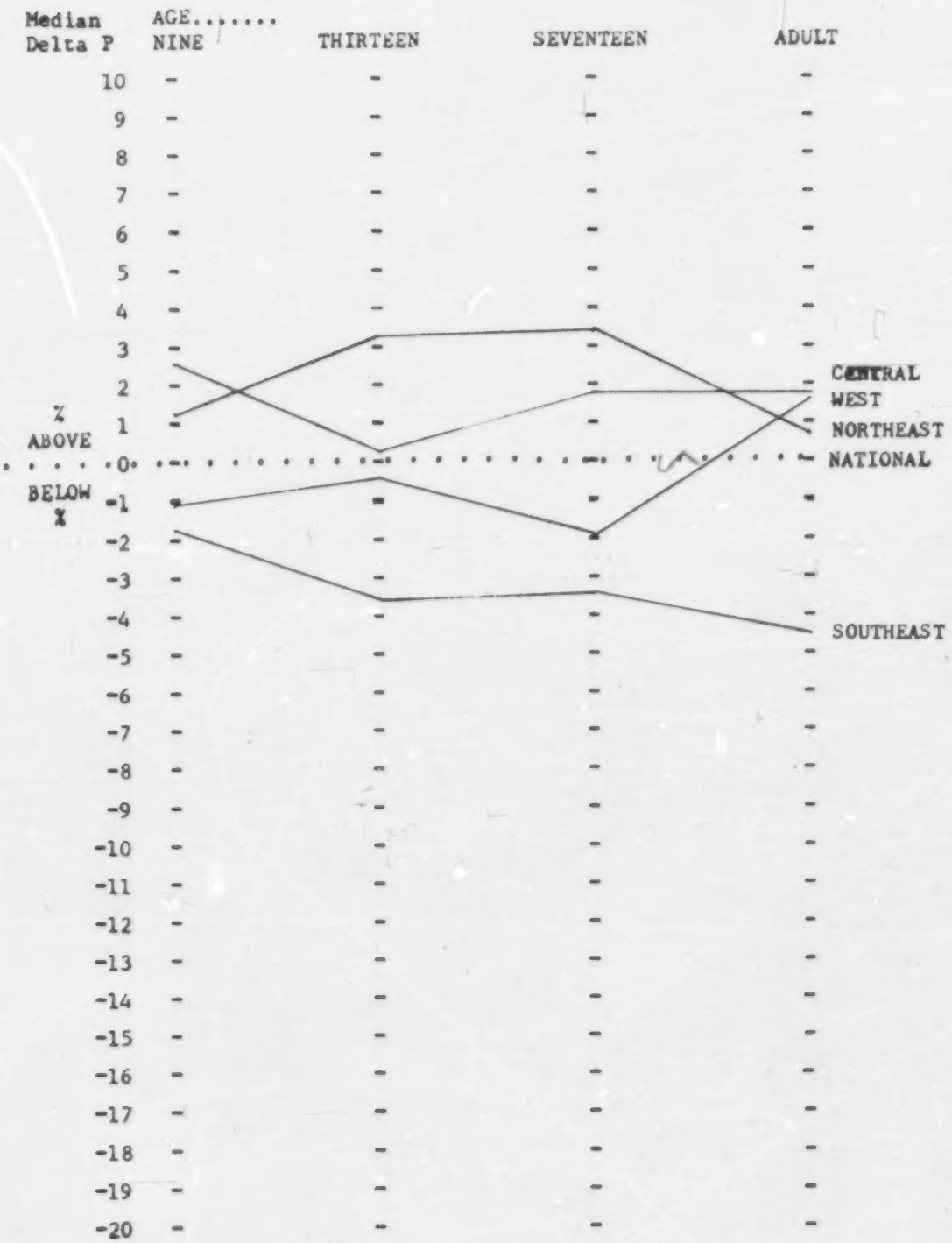



Figure 12
Knowledge of Institutional Structures
Regions
Social Studies
1971-1972

Nationally, 57.5% of 9-year-olds know the correct answer; 48.1% of the 9-year-olds know it in the Southeast and 66.7% of the Northeast 9-year-olds know it. Both values are significantly different than the National percentage and both are atypical responses for the regional groups. A simple cultural effect may be operating in the question due to the different geographic profiles of the two regions, the different names given to town heads, e.g., first selectman and town board chairman, and even different names for towns in some states, e.g., villages.

At age 13, the West and Central are more alike. As populations they are indistinguishable, in fact, with only two atypical responses and three significantly different than the National percentage between them. The Northeast and Southeast are more different from each other, though the contrast is far from dramatic. On most exercises the two groups of 13-year-olds are between 5 and 10 percentage points apart with the Southeast in all but one case being below the National percentage and the Northeast in all but two cases being above. They are within 3 percentage points of each other on a question about financing the government. The text for this question is unreleased. (To provide a basis for future comparison, NAEP holds in secret about half the exercises used in an assessment. We make reference to these unreleased exercises by topic only.) At any rate, Fewer than half of all 13-year-olds know the answer (National percentage = 47.2). Northeastern youths have a Delta P of -1.6%; Southeastern 13-year-olds have a -4.58%. The two groups are farthest from each other on unreleased exercise on school governance. Northeast 13-year-olds are 6.2% above the National percentage while Southeast 13-year-olds are -6.3% below.

At age 17, the two most contrasting groups are again the Southeast and Northeast, though the West youths scored the lowest of all on two unreleased Constitutional questions to provide the greatest contrast for the Northeast with differences of 16 and 19 percentage points. In another unreleased question on foreign affairs the Southeast performed the best, at 5% above the National percentage, while the West again is lowest, at -6.1% below the National percentage.

At the Adult level, the Northeast, Central, and West are indistinguishable with respect to median Delta P values. The Southeast, whose Adults make the poorest showing here are below the National percentages on all 21 exercises by only -2% to -8%. The other regions have only four or five results below the National percentages. None, however, is more than 6.8% above.

The range of performance for all Adults in this color scheme is from a poor National percentage of success of 45.7% on an unreleased exercise on a Constitutional provision to a whopping 96.3% on another unreleased question on the armed forces. About 2/3 of the entire Adult sample was able to answer a half dozen unreleased questions on federal government details. A released question, typical of these detail questions on the federal government, asks,

> "Which one of the following has the power to declare an act of Congress unconstitutional?
>
> The Congress
> The President
> The United States Supreme Court
> The United States Department of Justice
> I don't know."

Nationally, 61.8% of the Adults answered correctly. Delta P values range from 3.0% for Central Adults to -4.5% for Southeastern Adults.

Rights and Duties. Table 13 and Figure 13 display the median Delta P values for the four regional categories on the color scheme, Knowledge of Institutional Rights and Duties, for age levels 13, 17, and Adults. No 9-year-old results are referred to in this color scheme because only one exercise was classified under Rights and Duties.

Table 13

Knowledge of Institutional Rights and Duties - Regions
Social Studies 1971-1972
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | ___ | 76.6 | 80.6 | 31.3 |
| Southeast | ___ | -5.2 | -2.5 | -7.0 |
| Central | ___ | 1.3 | 0.2 | 1.3 |
| West | ___ | -2.1 | -1.7 | 1.8 |
| Northeast | ___ | 5.0 | 3.3 | 3.1 |

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Released exercises in this color scheme involve such matters as athiests holding office, criticism of officials and the military by newspapers and others, picketing rock concerts and police, assembly in parks, congressmen seeking views of constituents, racial discrimination in employment, and laws against vandalism. Unreleased exercises relate to freedom of press and religion, property and petition rights, and government criticism. The color scheme as a whole is presumed to inquire into knowledge and understanding of individual rights and duties

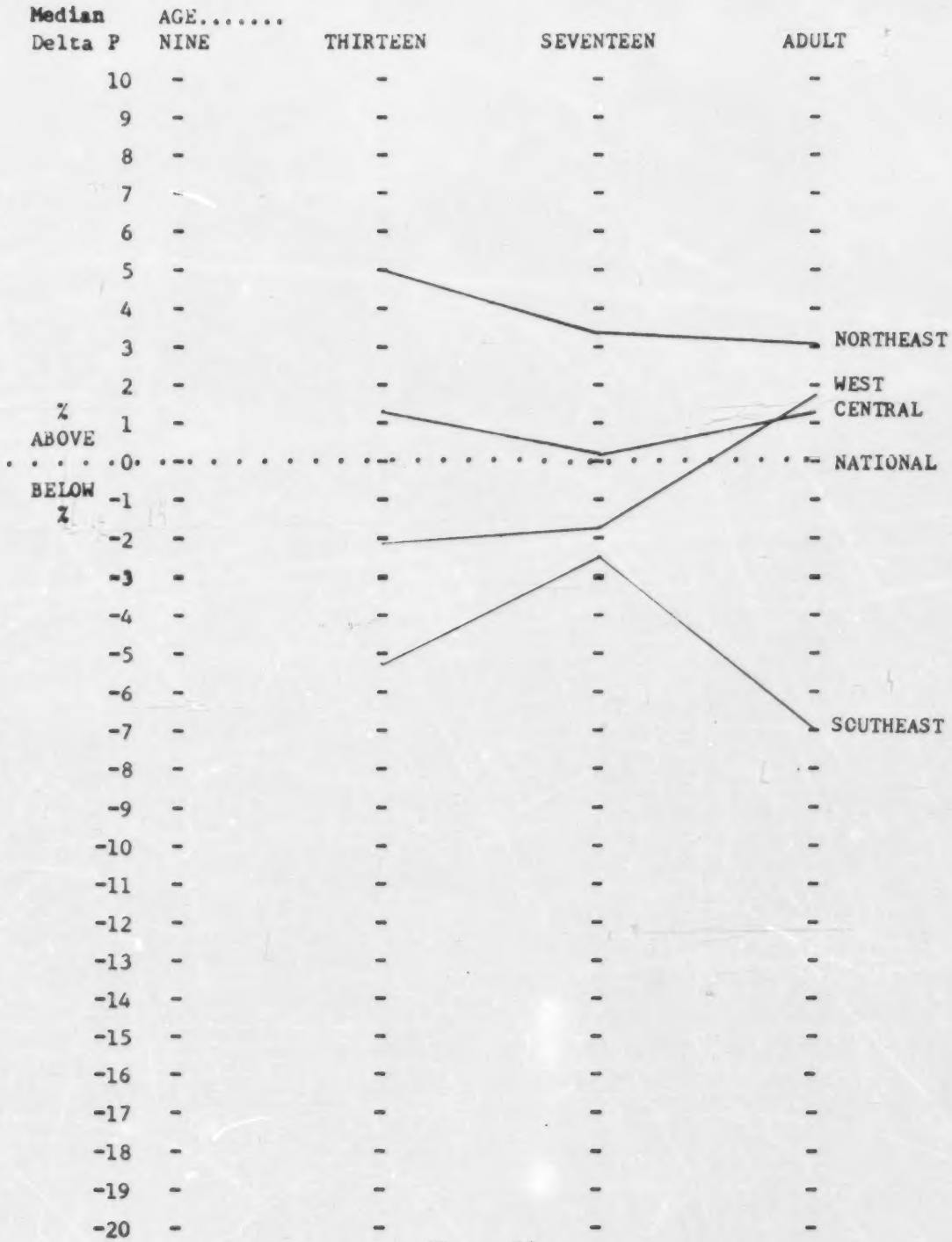


Figure 13

Knowledge of Institutional Rights and Duties

Regions
Social Studies
1971-1972

in several institutional arrangements, mostly political, in this society.

Most of the exercises in this color scheme may be interpreted as assessing a respondent's commitment to some democratic values. A released example of this sort of question asks,

> "Should a person who does not believe in God be allowed to hold a public office?
>
> Yes
> No
> Undecided."

From that interpretation, it seems perfectly appropriate to think of the set of questions as inquiring into the democratic beliefs of the persons being questioned. Our own reluctance to call the color scheme by such names as attitudes, beliefs, and commitments is based on two reasons. First the exercises refer,for the most part, to rights and duties which are fully legal and established in this country. They do not present issues that are presently the subject of hot debate in the society, nor do they refer to any controversial extensions of democracy into new areas. Second, it is very difficult to ascertain the actual realm of assessment with such questions. The recent literature on value analysis only serves to emphasize the enigmas involved. Without further questioning and exploration, there is no certainty whether the question elicits descriptive or valuative information.

To the credit of NAEP, additional information has been requested on some of these <u>should</u> questions to help insure their operation in the value realm. The respondents are asked to express <u>reasons</u> for their answers.

The following is a released example.

"A. Do you think people should be allowed to picket the holding of a rock festival as a protest against it?

Yes ( go to B)
No (go to B)
Undecided (go to B)
No response (after 10 seconds, go to C)

B. Please give a reason for your answer."

Again, all we can say with respect to this strategy is that it is perhaps as good as can be done with written exercises. The further assumption is required, however, that the respondent's own criterion is being expressed when he offers a reason. Otherwise, we are back to square one and still uncertain whether descriptive or normative information is being expressed. By design, we exluded the reason giving parts of such questions from this knowledge color scheme in anticipation of having another color scheme in which they would be featured. This value color scheme, as we stated earlier, was among those not computerized. Its absence, we recognize, places this Knowledge of Institutional Rights and Duties color scheme, as well as this interpreter, in a vulnerable condition.

As Figure 13 clearly shows, the regions consistently maintain their respective positions in the area of Rights and Duties. That suggests that the two color schemes, Structures and Rights and Duties, are not discrete, i.e., they are probably measuring similar things. Nonetheless, the regional groups are more spread out in this color scheme. Over 10 percentage

points separate Northeast and Southeast median Delta P values at both age 13 and Adult levels. The Central and Western categories at each age group continue to look very much alike and continue to be the norming group. Only three results among all Delta P values for both groups for all ages are more than 5% above or below the National percentages.

A selected set of exercises will illustrate how the Northeast and Southeast differ. The released questions are represented here by shortened texts. Since the values reported in these examples are Delta P values and National percentages for individual exercises, rather than median values as in the previous displays, they are directly and specifically comparable. The Northeast and Southeast scores can be added to and subtracted from the National percentages.

Northeast/Southeast/National Comparisons on Selected Exercises

Should an athiest hold public office?

| | Age 13 | Age 17 | Adult |
|---|---|---|---|
| Northeast | 11.6 | 14.2 | 7.4 |
| Southeast | -16.8 | -16.1 | -20.3 |
| National % | 59.4 | 62.6 | 55.6 |

Should an athiest be allowed to express his views publicly?

| | Age 13 | Age 17 | Adult |
|---|---|---|---|
| Northeast | 7.6 | 2.3 | 3.0 |
| Southeast | -8.4 | -4.9 | -10.1 |
| National % | 63.9 | 78.1 | 77.9 |

Should newspapers criticize public officials?

| | Age 13 | Age 17 | Adult |
|---|---|---|---|
| Northeast | 8.4 | 7.8 | 2.9 |
| Southeast | -8.9 | -9.3 | -7.0 |
| National % | 48.9 | 73.4 | 81.1 |

Should people be allowed to picket against a rock festival?

| | Age 17 | Adult |
|---|---|---|
| Northeast | 6.9 | 0.6 |
| Southeast | -9.3 | -8.6 |
| National % | 52.7 | 63.0 |

Should people be allowed to assemble in parks to make demands?

| | Age 13 | Age 17 | Adult |
|---|---|---|---|
| Northeast | 5.6 | 3.4 | 5.0 |
| Southeast | -11.7 | -4.6 | -7.8 |
| National % | 63.5 | 87.2 | 77.5 |

The selected set of exercises above cannot be used appropriately to characterize the groups. Figure 13 and Table 13 do that more reliably. However, some generalizations and contrasts inevitably emerge.

In a country which is presumably built on democratic principles, some of those believed by many to be fairly basic fail in these exercises to receive anything like unanimous approval. If one prefers an alternative interpretation, a great many persons who live in this country do not know what its basic principles are. From another view, however, one can say

that 75% to 80% support for anything in a country as pluralistic as this one is nothing short of miraculous. Moreover, the application of a value conflict model to these data would likely contribute to their understanding.

Whatever generalization is preferred, it would appear fairly certain that a person who professes not to believe in God could not be elected dog catcher of Orange County, North Carolina, on a bipartisan ticket. Athiest politicians would not seem to be shoo-ins anywhere in the country. That exercise result, along with one about allowing persons to picket a police station to protest police brutality and another about knowing that prayer is excluded from schools on the grounds of church and state separation, barely made a majority among adults. Picketing and the Supreme Court's religion banning decision fared no better among the nation's 17-year-olds. Fewer than half chose the separation principle for the one and a bare majority would allow pickets to protest either police brutality or a rock festival. In the latter cases, rejection of the time honored "right" of protest over that range of social offenses must mean something.

The three age levels were asked,

> "Should race be a factor in hiring someone for a job?
>
> Yes
>
> No
>
> I don't know."

On this very important question, we take heart. Over 90% of every category at every age level, except Southeast and West 13-year-olds

and Southeast Adults know that racial discrimination in employment is illegal or believe that race should not be a factor in employment, whichever interpretation one prefers. A difference between the Southeastern and Western 13-year-olds is that for the Southeasterners this result is next to their best performance relative to the National percentages. They are atypically high. But for the Western 13-year-olds, this result is their poorest performance on all Rights and Duties exercises. The Delta P value of -6.4% is significantly below the National percentage of 88.8% for all 13-year-olds.

A visual comparison of the rank ordering of exercises according to Delta P values, a contribution of the computer that will not be shared in this report, for each of the age and region groups suggests, much like Figure 13, that Southeast and West youth are much alike, Northeast and Central youth have much in common, and Northeast, Central, and West Adults are very similar. The dramatic events which occur in this breakdown of the data cross regions are the accommodation of eastern liberalism by West Adults and the retrenchment of Southeast Adults in a conservative, Bible-belt, law-and-order posture.

Sex

Tables 14 and 15 and Figures 14 and 15 display the results in the Structure and Rights and Duties color schemes according to sex. Our first examination will concentrate on the Structure questions.

Structures. Table 14 shows the National median percentage of success and the Male and Female median Delta P values for each age level of 9, 13, 17, and Adult.

Table 14

Knowledge of Institutional Structures - Sex
Social Studies 1971-1972
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | 73.8 | 53.7 | 72.7 | 74.4 |
| Male | 0.5 | -0.2 | 1.8 | 3.4 |
| Female | -0.6 | 0.1 | -1.6 | -3.4 |

Figure 14 translates these median Delta P values for Males and Females across all ages for the Structure color scheme. According to the median Delta P values used to characterize Males and Females at ages 9 and 13, the two groups of young persons are not very different in their knowledge of the structures of institutions. In comparing the two groups at ages 9 and 13 on individual exercises, the similarity judgment is only partially upheld in that the two groups are significantly different than the National percentage on 7 of 16 exercises at age 13 and 2 of 5 exercises at age 9; but in none of these is the difference more than 7 percentage points. So at ages 9 and 13, boys and girls are different in what they know, believe, or hold important; but they are not dramatically different. Differences this small may in fact be only chance products.

Specifically, at age 9, Males are 5% more likely than Females to know that mayors and not police chiefs or school superintendents are the heads of towns. Also boys are about 5% more likely than girls to know that the health department is involved in restaurant inspection, not selling food or putting out fires. The importance of these pieces of

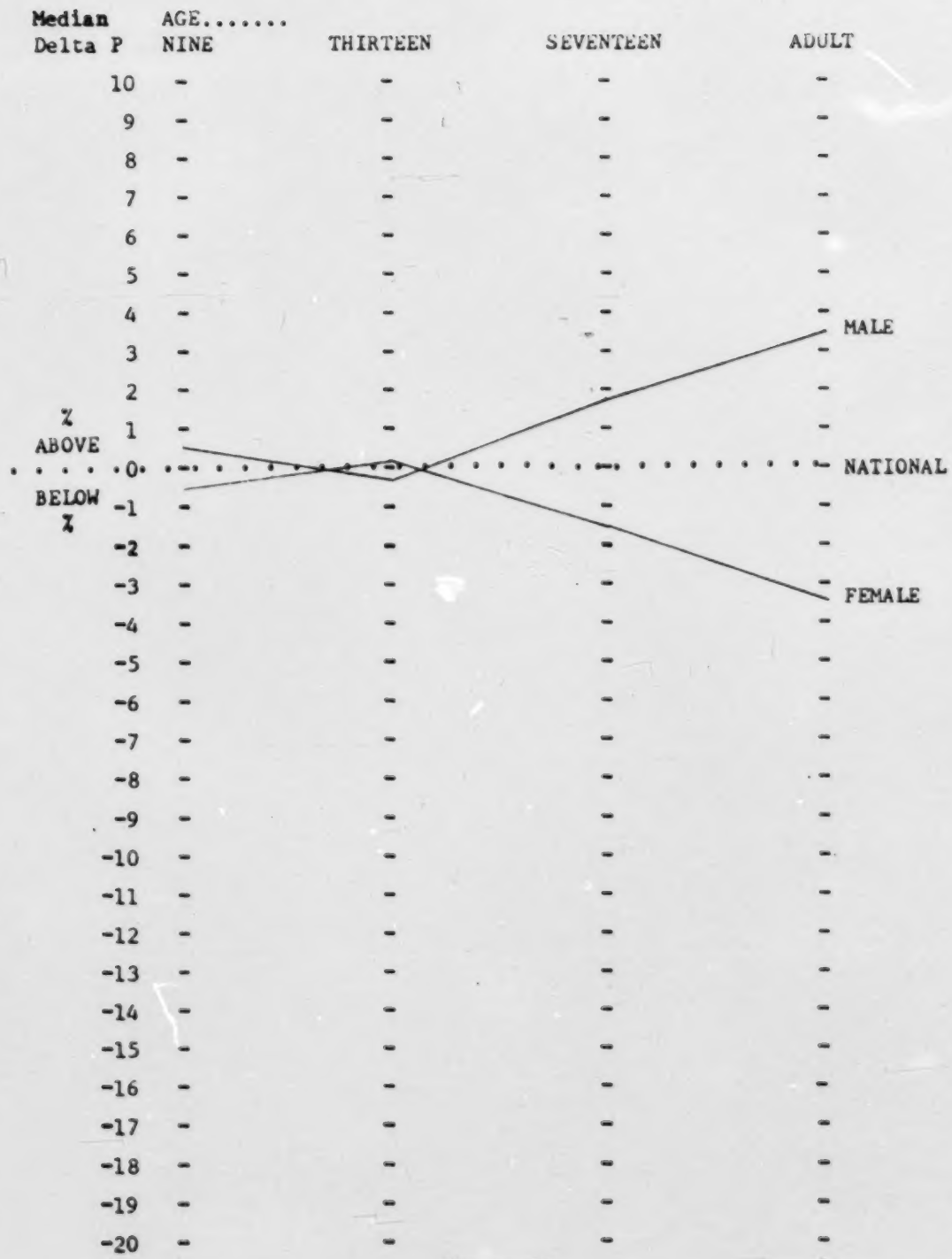


Figure 14

Knowledge of Institutional Structures

Sex

Social Studies

1971-1972

information seems less important than the facts that only 57% of all 9-year-olds know about town mayors and only 35% know about restaurant inspection. Even these results seem explainable within the normal world of 9-year-olds.

By age 13, Males and Females seem quite similar as shown in Figure 13. In fact, however, at least on some items, they are more different than at age 9. The Males outpoint the Females from 6 to 7 percentage points on questions relating to national and international governmental structures, e.g., what the United Nations does and how a presidential candidate is nominated in the United States. But even with their superior performance in the latter case, only one out of five of the boys knows about national political conventions.

By age 17, a pattern which looked possible at age 13 seems more established. The depoliticization of Females is in full progress by age 17. While the differences between Males and Females on individual questions are not great -- about half the significant differences are between 5 and 10 percentage points -- they are significantly different on 14 exercises. On 13 of these the Males are above the National percentages while the Females are below. The greatest Male advantages are on exercises referring to such matters as the nomination of presidential candidates and the declaring of congressional acts unconstitutional. The only significant Female advantage is posted in a set of exercises requiring the interpretation of a replica ballot, as follows (National percentages of success and Female and Male Delta P values are indicated in parentheses).

"The ballot below was used in a general election. Look at the ballot to answer the questions on this and the following two pages.

| OFFICES | LEGISLATIVE | | COUNTY | | |
|---|---|---|---|---|---|
| | SENATOR IN CONGRESS (vote for one) | REPRESENTATIVE IN CONGRESS (vote for one) | COUNCILMAN (vote for two) | | TAX ASSESSOR (vote for one) |
| DEMOCRATIC | Alan F KIRK | John G SMITH | Martha G DAVIS | Peter V MOSS | |
| REPUBLICAN | James M JONES | Mary O'CONNOR | John RICHARDS | Michael M MERWIN | Joseph L LASKI |

A. If you wanted to vote for Kirk for senator, could you also vote for O'Connor for member of the House of Representatives?

(National % 72.8) Yes
(F -1.34; M 1.41) No
I don't Know.

B. Could you vote for both Davis and Moss for councilman?

(National % 83.2) Yes
(F 2.11; M -2.23) No
I don't know

C. Could you vote for both Davis and Merwin for councilman?

(National % 73.6) Yes
(F .35; M -.37) No
I don't know

D. If you were registered as a member of the Democratic Party, could you vote for Laski for tax assessor?

(National % 62.6) Yes

( F -2.78; M 2.93) No

I don't know

E. Could you vote for both Kirk and Jones for senator?

(National % 90.1) Yes

(F .29; M -.31) No

I don't know."

Even in this set of questions where 17-year-old Females scored their only significant advantage (part B), they suffer two disadvantages, one of which is significant (part D). On part D, which received the lowest National percentage of any part, the answer cannot be deciphered solely from information on the ballot. Other information about general elections must also be known. Perhaps Females are a bit better in figuring out the ballot puzzles, but are less informed on election rules.

At the Adult level, the differentiation of Males and Females on the criterion of this Structure color scheme is complete. The Male Adults are above the National percentage on every one of the 21 exercises included; the Female Adults are below on all. All but 3 Delta P values out of the 42 registered for the two groups are significant. The lowest advantage scored for Males is 2.6%; the greatest is 19.2%.

The Males and Females are most nearly alike in their responses to the voting exercises cited above and on two questions about the federal govern-

ment. One of these is unreleased; the other asks which level of government could raise mail rates. They are most different on four detail questions about the federal government. Two of these are unreleased. The others ask which branch of government can declare a Congressional act unconstitutional and how a presidential candidate is nominated.

These results may suggest that the school and the society cooperate in the depoliticization of Females in this country. As they grow older, Males display an increasing advantage over Females on knowledge about political matters and political structures.

Rights and Duties. Figure 15 and Table 15 depict Male and Female median Delta P values for the color scheme on Rights and Duties across three age levels of 13, 17, and Adult. Age 9, as we have said before, has only one exercise in this theme and, therefore, is not included here.

Table 5

Knowledge of Institutional Rights and Duties - Sex
Social Studies 1971-1972
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | ___ | 76.6 | 80.6 | 81.3 |
| Male | ___ | -0.6 | 0.2 | 1.7 |
| Female | ___ | 0.5 | -0.3 | -1.8 |

The median Delta P values shown in Table 15 and Figure 15 for age 13 suggest that Males and Females are much alike on the ten exercises summarized. A review of the Delta P values for individual exercises seems to confirm this judgment. The Females have seven of ten exercises above the National percent of success, but none more than 2.1% above.

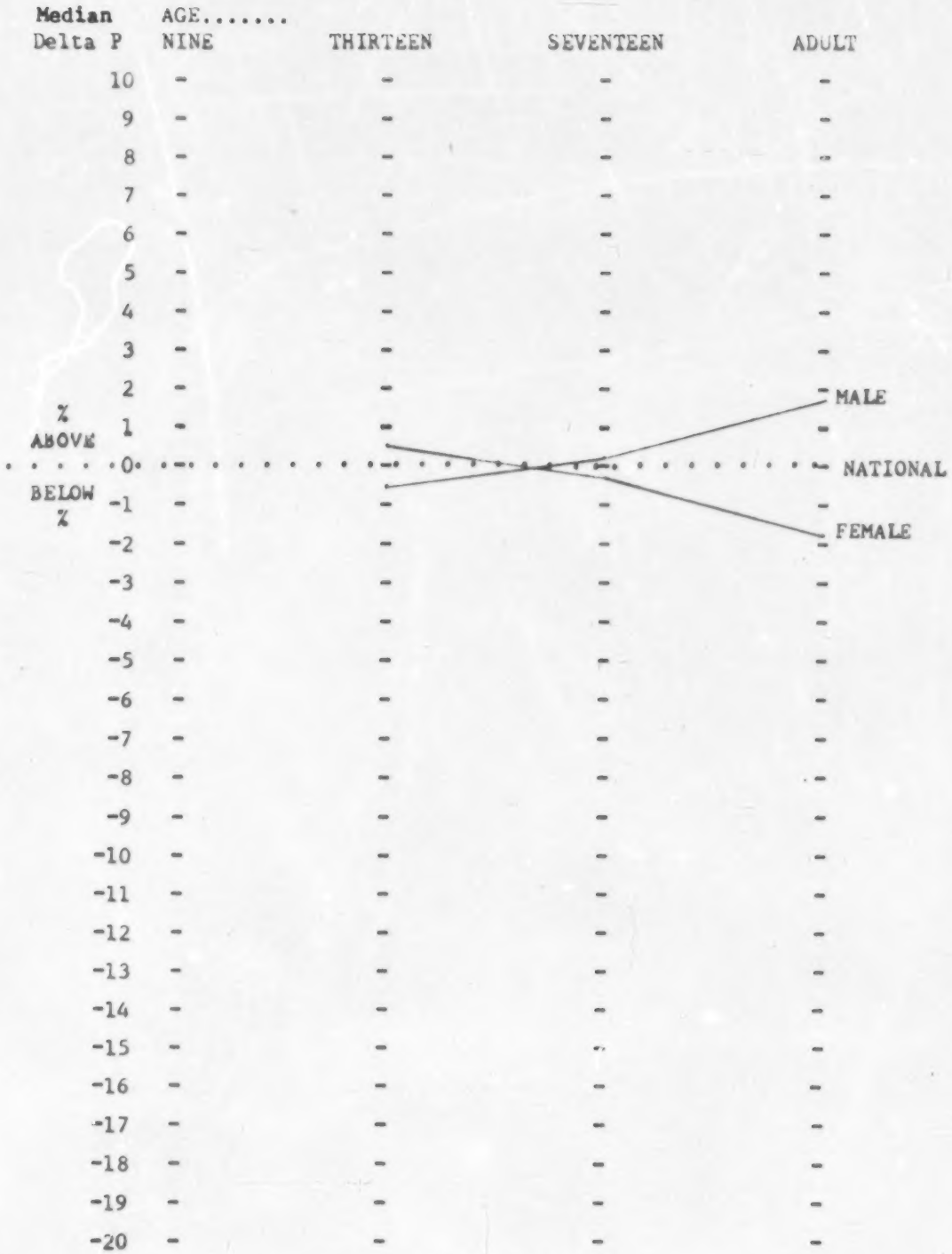


Figure 15
Knowledge of Institutional Rights and Duties
Sex
Social Studies
1971-1972

Since all Male/Female distributions in these data are inversions*, the Males necessarily have seven exercises below the National percentages but none more than -2.0%. The two greatest Female advantages are on two unreleased exercises about freedom of speech and religion and due process. At the other end of the distribution, the Males register a 6.2% advantage on an exercise which asks,

> "Should a newspaper or magazine be allowed to publish something that criticizes an elected government official?
>
> Yes
>
> No
>
> Undecided."

At age 17 the median positions of the two groups are reversed with Males being slightly above Females. The dispersions are greater at age 17, however. Female advantages on five exercises in which the two groups are significantly different range between 3.3% and 9.5%. The Females are significantly more successful on exercises referring to race as a factor in employment and freedom to criticize military actions and on a two part exercise which asks,

---

* This inversion phenomenon is easily explained given the fact that the Male and Female samples are roughly equal in number in all groupings and, of course, given the necessary inclusion of everyone assessed in one or the other of the halves. Thus, the National percentage of success on an individual exercise would lie midway between the Males' percentage of success and the Females' percentage of success. When converted to Delta P values, a Male + value would be matched by an equal Female - value or vice versa. When Delta P values are ordered in a high to low distribution, the inversion of scores and exercises occurs. A similar relationship is evident in Black and White distributions, but the difference in numbers in the two samples and the presence of the Other category make the inversion imperfect.

"A. Should a congressman pay attention to the opinions and concerns of people whose views are different from those of the majority?

Yes

No

Undecided

B. Please explain any answer you selected.
[Written answers judged acceptable or unacceptable]."

Males, on the other hand, did significantly better on exercises referring to the right to picket to show dissent, athiests holding office, and newspapers criticizing public officials.

While the difference in median Delta P values between Adult Males and Females is only about 3.5%, the variance on individual exercises is considerably greater than for either 13 or 17-year-olds. For example, Males scored a 15.3% advantage over Females on the question whether persons who do not believe in God should be allowed to hold public office. Fewer than half the women sampled are willing to have an atheistic public official. The Males also have about a 12% advantage over Females on questions whether persons should be allowed to picket in protests against rock festivals and alleged police brutality. Over half the women (57%) would allow the picketing of rock festivals, but fewer than half (46%) would allow the picketing of police stations. While 2/3 of the men would allow picketing against the festival, only a slight majority would permit picketing against reported police bru-

tality. Most Adults (77.5%) believe that persons should be allowed to assemble in a public place to make demands known. Males, however, are 10% more likely to support such actions.

Females, on the other hand, post some advantages over Males. They have about 6.7% advantage over the men on a question about due process in a given situation and are slightly more likely than men to reject race as a factor in employment. Differences this small could, of course, be due to chance.

It would seem on the whole that Males display a greater knowledge of or greater commitment to democratic rights and duties than Females. This Male advantage emerges between ages 13 and 17 and increases through young adulthood. One is tempted to conclude that Females are socialized in this society to be less interested in, to know less about, and possibly to be less committed to certain political values than Males. This conclusion seems consistent with common observation. The politicized Female still is an anomoly is this society. Schooling likely contributes to the depoliticization process. Schools, however, are only one factor.

Race

Figures 16 and 17 and Tables 16 and 17 display the results of these Institutional exercises subdivided into Structures and Rights and Duties color schemes and analyzed by Black and White races. A third category of persons classified as Other, i.e., presumably neither Black nor White, is excluded from this analysis because of the few numbers of persons in the category and some inconsistencies in the identification of its members.

Structures. Figure 16 and Table 16 display the median Delta P values

for the two racial groups across the four age samples for the exercises classified as Structure.

Table 16

Institutional Structures - Race
Social Studies 1971-1972
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | 73.8 | 53.7 | 72.7 | 74.4 |
| Black | -12.5 | -12.5 | -16.0 | -20.5 |
| White | 2.8 | 1.8 | 3.0 | 3.5 |

The variance between Blacks as a group and Whites as a group on Structure related questions is apparent in Figure 16. The median Delta P values are between 15 and 24 percentage points apart. While half of the individual exercise results are closer together than these medians, no individual exercise result for the two groups is closer than 6.6% at age 9, 2.8% at age 17, and 10.3% at the Adult level. Only at age 13 does the Black group score higher than the White group on individual exercises. There the Blacks have advantages on two exercises of 2.9% and 8.5%. At their greatest differences on individual exercises Whites score advantages of 22% at age 9, 33% at age 13, 30% at age 17, and 39% at the Adult level.

As in the previous displays of the overall results from all exercises in Tables 1, 2, and 3 and Figures 1, 2, and 3, the confirmed picture is that of two groups significantly and dramatically differentiated by their performances on these NAEP exercises.

At age 9, the two groups approach each other the closest on a question which asks,

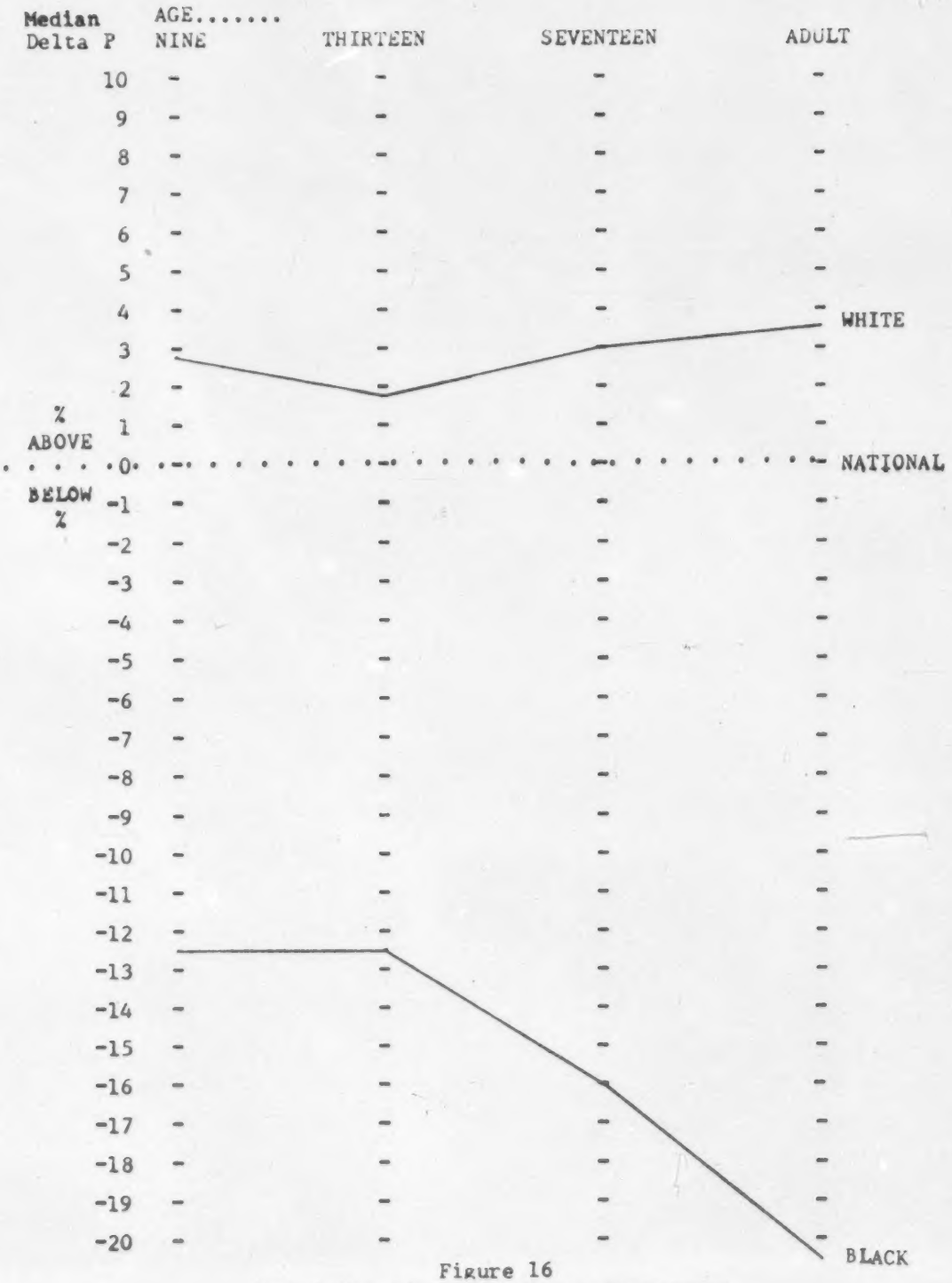


Figure 16
Knowledge of Institutional Structures
Race
Social Studies
1971-1972

"In a court, which one of the following has the job of making sure that the trial is fair and run according to the rules?

The judge
The lawyer
The jury
The person on trial
I don't know."

Nearly 3/4 of all 9-year-olds could answer that question correctly. Whites are only 1.6% above the National percentage while Blacks are only -5.0% below. Black and White 9-year-olds come nearer equally sharing this information than any other in this color scheme. At the other extreme, only 1/3 of all 9-year-olds know that health departments inspect restaurants. When divided by race, about 40% of the White children answered the question correctly, while only 17.6% of the Black children know this fact.

Explanations for such results tumble out rapidly. As a group, 9-year-olds are not especially aware of the ordinarily unsung governmental function of restaurant inspection. Just as likely, they are not sensitized to cullinary cleanliness or possibly to restaurants themselves. Beyond this, Black youngsters probably frequent restaurants less than White youngsters.

On the other hand, Blacks frequent court rooms as trial principals in this country far beyond what their population proportion would predict. Furthermore, television dramas offer recurrent though usually distorted views of court room scenes in which judges mainly play referees between wily lawyers.

In another instance, over 60% of the White 9-year-olds could

identify the mayor as the head of a town government, while only 45% of the Black 9-year-olds could do so. Cultural explanations of this 15% variance are harder to come by; but one possibility is that Blacks in this country tend to be either city or farm folk. Towns are predominantly white. Thus, probably a smaller proportion of Black than White 9-year-olds in the sample would be town residents. However, we do not have that kind of information on the composition of these samples.

At age 13, the Structure color scheme is assessed by means of 16 exercises. The range of successes over these exercises for White 13-year-olds goes from -1.0% below the National percentage to 4.5% above; the range for Black 13-year-olds goes from -29.0% below the National percentage to 7.5% above.

On one unreleased exercise for age 13 concerning a function of a major department of the federal executive, Black 13-year-olds achieved an advantage of 8.5% over the Whites. It is also the exercise on which Black 17-year-olds did best while White 17-year-olds did very poorly. In both cases, since the Whites, who outnumber the Blacks in the samples by 6 and 6.5 to 1, did badly, the National percentages of success are quite low. Only 27% of all 13-year-olds and 38% of all 17-year-olds answered the exercise correctly. The result may have very little meaning, actually, since the National percentage is at the chance level of performance at the 13-year-old level.

On three related questions about government services, Black and White 13-year-olds are extremely divergent in their successes. Students were asked "Which level of government (federal, state, or local) would be <u>most</u> likely to pass" the following:

". . . an act to raise the rates for sending letters through the mail?

. . . an act to lower taxes on goods coming into the country?

. . . an act to increase garbage collection services?"

The National percentages on the three questions are 71.7%, 73.4%, and 77.0%. The White 13-year-olds are above the National percentage in each case by 3.6% to 4.5%; but the Blacks register deficits from -21.0% to -23.9%. A bare majority of Black 13-year-olds could answer the questions correctly, while over 3/4 of the Whites responded correctly.

A whole set of cultural effects is probably operating here. It would seem gratuitous to point them out. Whether they are sufficient to explain the 25% disadvantage of Blacks is, of course, the central problem.

We will mention one other exercise which is the locus of poor performances of all the samples in the assessment. Age 13 respondents scored their lowest National percentage of success on this exercise. They were asked,

"The presidential candidate for each major political party is formally nominated by which one of the following?

The Senate
A national primary
A national convention
The House of Representatives."

Only 17.0% of the 13-year-olds could answer the question correctly. Whites managed to make that 17.9%; Blacks scored a bare 10.8%.

Presidential campaigns seem not to be a major interest of American 13-year-old students, Black or White.

At age 17 the median advantage of Whites over Blacks increases to 19%. This difference reflects a range of differences on individual questions from as little as 2.9% to as great as 32.1%. All of these differences in Delta P values are White 17-year-old advantages over Black 17-year-olds. Thus, on all but one exercise Whites scored significantly above the National percentages, on all exercises Black 17-year-olds scored below the National percentages, and all but one are significantly below. The Black and White 17-year-olds responded alike, i.e., neither is significantly different than the National percentage for all 17-year-olds, on an unreleased exercise about the functions of a department in the federal executive. Albeit, that result is by far their lowest National percentage of success; only 37.7% of all 17-year-olds marked it right.

Black and White 17-year-olds are most different in their responses to two questions about the federal government and one question about a function of local governments. On the two of these that are unreleased, one of the federal government questions and the local government question, 53% and 88% of the White 17-year-olds marked them correctly while only 28% and 57% of the Black 17-year-olds did so. The released federal question asks how a presidential candidate is nominated. While barely a majority of Whites could answer this question, only one in five of the Blacks marked it correctly, less than could be expected on the basis of guessing.

Among Adults the differences between Blacks and Whites widen still further. While there is a general gain in Adult National percentages of success as well as in all Adult Raw P values for both Blacks and Whites

over comparable values for 17-year-olds on these Structure questions, all of which are shared by Adults and 17-year-olds, the Blacks tend to gain fewer percentage points and less consistently than Whites. All White Adult Delta P values are significantly above the National percentages and all Black Adult Delta P values are significantly below the National percentages. Within their ranges of typicality, Black and White scores on individual questions vary from 19 to 30 percentage points, always with a White advantage. Where they approach each other in performance, i.e., on an item where Blacks do their atypically best and Whites their atypically worst, the Whites post only a 10.4% advantage. This unreleased exercise has to do with the armed forces. At the other end of the scale, on the question about national political conventions, Whites have a 39.2% advantage. Only 26.2% of the Black Adults could answer the question, a guessing score. Nearly 2/3 of the White Adults know that presidential candidates are nominated by national conventions.

Three of the four questions which are the loci of atypical performances by both Blacks and Whites are also among the five easiest questions for Adults. The National percentage for each of the five exercises is above 90%. On one of these, the ballot question where respondents are asked if they could vote for both Democrat Kirk and Republican Jones for the single Senate seat, 80% of the Blacks and 92% of the Whites could answer correctly. On another, 97% of the Whites and 82% of the Blacks noted that the federal government could raise mail rates.

On two other questions, Blacks do comparitively less well. Only 71% of the Black Adults as compared to 95% of White Adults could relate the federal government with the control of tarrif rates. At the local level,

only 2/3 of the Black Adults connect garbage collection with local government; 95% of the White Adults know this common local government function.

While there is improvement in the performances of both Blacks and Whites from the lower to the higher age samples on the shared questions, it seems undeniable that the relative disadvantage of the Black samples increases with increasing age. Schooling may contribute to the ability of all persons to respond to questions such as these; but it is not effective in reducing the performance gap between these two racial groups in our country. That such a gap can be <u>described</u> racially is evidenced in this NAEP assessment and in most other evaluative efforts that enjoy mainstream sanctions. That such gaps become <u>defined</u> racially is the unfortunate and unwarranted consequence.

<u>Rights and Duties</u>. Figure 17 and Table 17 display the group effects of the three Black and White age groups for which there are exercises classified as measuring a mix of knowledge of and commitment to some Rights and Duties associated with some of our social institutions.

Table 17

Knowledge of Institutional Rights and Duties - Race
Social Studies 1971-1972
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | ___ | 76.6 | 80.6 | 81.3 |
| Black | ___ | -9.9 | -7.0 | -15.5 |
| White | ___ | 1.9 | 1.5 | 2.4 |

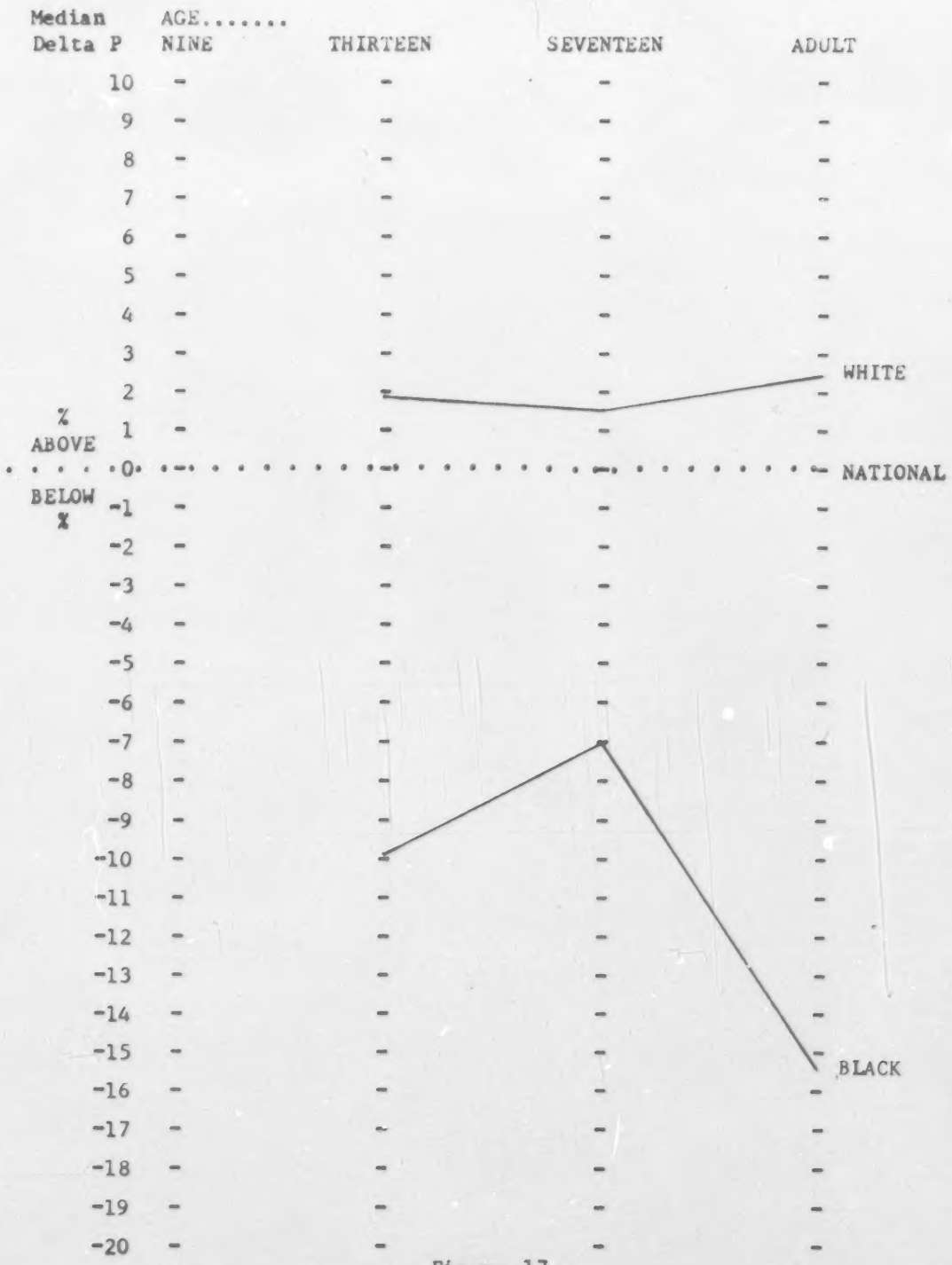


Figure 17

Knowledge of Institutional Rights and Duties
Race
Social Studies
1971-1972

The relative advantage of White respondents over Black respondents ranges from 8.5% at age 17 to 17.9% at the Adult level. The apparent gain in Black performances noted at age 17 on this set of exercises is also reflected in the Southeast group on the regional displays and in the Low Metro group in the STOC exhibits. The southeast and the inner city are likely locales of the majority of Black respondents in these samples.

Within their ranges of typicality, Black and White 13-year-olds differ from each other from 7.2% to 17.4% on individual exercises. Within this group of questions to which both groups responded typically is the question,

"Should race be a factor in
hiring someone for a job?

Yes

No

I don't know."

"No" is the response of 90.5% of the White 13-year-olds and the response of 83.3% of the Black 13-year-olds.

The two groups are actually closer together and unexpectedly more settled on a question that asks,

"Do you think there should be
laws against acts of vandalism
such as destroying a statue?

Yes

No

Undecided."

Nearly 95% of the Blacks and 93% of the Whites approve of such laws. This is the only question on which Blacks 13-year-olds post an advan-

tage over Whites. A contrast in performance and in content is found in an unreleased exercise referring to religious freedom. While 81% of the Whites supported this value, only a bare majority of Blacks did. To suggest that the responses to the two questions, especially among Blacks, demonstrate a disparity between human and property values is probably too facile.

At age 17, the Rights and Duties color scheme is defined by 21 exercises. Nine questions are shared with the 13-year-old group and all but one are shared with the Adult group. As in all other distributions featuring Black and White respondents, the dispersion of the Whites' Delta P values is quite compact, running from -1.5% to 4.8% for a total range of only 6.3 percentage points, while the dispersion of Blacks' Delta P values is broad, running from -24.5% to 7.6% for a total range of 32.1 percentage points.

The two groups are practically alike in their responses to the question involving racial discrimination in employment and an unreleased question on age discrimination. On the racial discrimination exercise, the two groups' performances are within 0.8%; on the age discrimination question only 1.4 percentage points separate the two groups' results. The National percentages for the questions are 93.8% and 89.3%.

Black and White 17-year-olds are most different on a question involving the freedoms of speech and religion and a question which asks,

> "Should a person who does not believe in God be allowed to hold a public office?
>
> Yes
>
> No
>
> Undecided."

The groups' responses vary 21.2% on the first and 29.2% on the second. About 60% of the Black 17-year-olds appear to be supportive of religious and press freedoms in the first, but only about 38% are supportive of religious freedom in the second as compared to 82% and 67% of the White 17-year-olds.

Also among the most varied responses are those related to the question,

> "Do you think people should be allowed to picket the holding of a rock festival as a protest against it?
>
> Yes
> No
> Undecided
> No response."

A small majority of 52.7% of all 17-year-olds would support this sort of action. As a group, Whites are slightly more willing; 56.5% would approve. However, among Black 17-year-olds, only 32.8% are approving. The contrast between Blacks and Whites is complicated by the fact that just half the White 17-year-olds are approving of the picketing of a police station to protest reported police brutality; but 59.2% of the Blacks would approve. Roughly speaking, almost twice as many Black 17-year-olds would allow a picket protest against alleged police brutality as would allow a picket protest against a rock festival. The effect of social experience on the way persons respond to presumably similar situations, picketing, in this case, seems well demonstrated. Perhaps, the effect of social experience on the way persons respond to NAEP test questions is better demonstrated.

Adult Black and White respondents demonstrate the same patterns on Rights and Duties exercises as do the 13-year-old and 17-year-old samples. All but two Delta P values of Whites are above the National percentages and all but two Delta P values of Blacks are below the National percentages. The median Delta P values in Table 17 and Figure 17 suggest further that on Rights and Duties exercises, as was also noted earlier for the Structure exercises, Black and White Adults differ more from each other than do either the 13- or 17-year-old Blacks and Whites.

On three exercises in this color scheme, Black and White Adults are most alike, i.e., neither group is significantly different than the National percentages of success. It is on these exercises that the Whites produce their lowest Delta P values and the Blacks produce their highest. The two released questions refer to the factor of race in employment and picketing a police station. Over 90% of both groups believe race should not be a factor in employment and just over 50% of each group believe that persons should be allowed to picket against brutality. The radicals among the Adults are those persons classified as Other who are not included in this report. They posted an impressive advantage of 16.9% on the police picketing exercise.

The Adult groups are most different on three released exercises where the Whites are from 3.7% to 5.0% above the National percentages and the Blacks are from 20.4% to 29.9% below. The three exercises, previously referred to in other sections of this report, concern athiests holding public office, picketing a rock festival, and the Supreme Court decision on religion in public schools. The National percentages on these questions are 55.6%, 63%, and 52.3%. The principles involved in these questions are

either not too well known or are not too well regarded by this sample of Adults or are opposed by other values unknown.

According to these results, the principles are also not equally known or regarded by these Black and White Adults. In the following exercise, 57.4% of the White Adults sampled recognize the principle of separation of church and state; but only 22.4% of the sampled Black Adults know the grounds for the famous decision.

> "The Supreme Court ruled that it is unconstitutional to require prayer and formal religious instruction in public schools.
>
> Which one of the following was the basis for its decision?
>
> The requirements violated the right to freedom of speech.
>
> There was strong pressure put on the Supreme Court by certain religious minorities.
>
> Religious exercises violated the principles of the separation of church and state.
>
> Every moment of the valuable school time was needed to prepare students to earn a living.
>
> I don't know."

"I don't know" presumably functions differently than a substantive distracter in such a question; however, given the right assumptions about the four distracters in the exercise, guessing by the entire Black Adult population in this sample could be expected to yield the same result they produced. Neither do the Whites earn accolades for their performance. Chapin's team, in another inquiry into this assessment, estimated that at least 60% and possibly more than 80% of the Adults should be able to answer this question.

Besides the chance results of guessing, conjectures as to why these Adults performed so poorly here are myriad. They would have to include, it would seem, the possibility that these Adults, in the absence of recall knowledge about the case, respond more readily to suggestions of political practicality than to moral principle and, therefore, project the same posture to others, including Supreme Court justices. It is far more pratical to suppose that the Court yielded to pressure -- not a bad guess, really, given the political nature of that institution.

In another of these differentiating exercises, about 60% of the White Adults appear willing for a person who does not believe in God to hold public office. That majority is not likely to get an athiest elected in many communities, however, for only about 35% of the Black Adults are so inclined. The anomoly is that Blacks, who have been extraordinarily influential in expanding civil rights relative to race, appear not to extend these principles to other realms such as religious belief.

The last of these exercises also suggests some contrasts. Some 67% of the White Adults would allow pickets to protest a rock festival. Only 39% of the Black Adults would do so. The contrast between the groups anent rock festivals, which may reflect different musical tastes, is less telling than the contrast with these groups' previously cited willingness to picket against reported police brutality. Just over half of both groups would allow anti police pickets. Thus, to draw the lines of perspective, the Blacks are more willing to allow active protesting of police brutality than they are to allow active protesting of rock festivals. Whites, on the other hand, seem more concerned about the festivals than about the brutality. Perhaps the difference has something to do with whose

ox is gored.

Parents' Education

In this section, the results for the four age levels in the two color schemes are analyzed across four levels of parents' education. The median Delta P values used to characterize the different groups are shown in Tables 18 and 19 and Figures 18 and 19.

Structures. Table 18 and Figure 18 display the results in the structures

Table 18

Knowledge of Institutional Structure - Parents' Education
Social Studies 1971-1972
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | 73.8 | 53.7 | 72.7 | 74.4 |
| No HS | -8.6 | -8.3 | -13.3 | -9.4 |
| Some HS | -7.9 | -6.2 | -8.2 | -2.6 |
| HS Grad | 2.7 | -0.6 | -0.1 | 3.3 |
| Post HS | 4.4 | 5.5 | 5.9 | 9.1 |

theme for ages 9, 13, 17, and Adult classified according to whether neither of the parents of the respondents went to school beyond the eighth grade, at least one parent started but did not finish high school, at least one parent graduated from high school but did not go beyond that, or at least one went on for some kind of training after graduating from high school. The two exhibits attempt to show the relative relationships between the respondents' answers to these questions and the varied educational

exposures of their parents.

The displays strongly suggest that the four age samples can be divided into discrete populations according to the different levels of parents' education. The relative positions of the median Delta P values are heirarchical and consistant. The higher the educational attainment of the parents, the better the respondents perform on the set of questions classified by this theme for each age level.

At age 9, the sample is almost dichotomous with the No High School and Some High School groups producing all results on individual questions below the National percentages; eight of the two groups' ten Delta P values are significantly below. In contrast, all of the ten Delta P values of the High School Graduate and Post High School groups are above the National percentages; eight are significantly above.

The four age groups come nearest performing as similar populations on the question which asks who is responsible for a fair trial. Only the Post High School group answered this question at a level that is significantly above the National percentage of 73.8%. The Post High School success of 77.6% has an advantage of 10.7% over the lowest No High School group.

The Post High School group's advantage over the No High School group is 18.0% on the 'town mayor' question and 16.5% on the 'restaurant inspection' question. In both of these questions the Post High School group is significantly above the National percentages while the No High School group is significantly below. Only 44% of the No High School group know that the mayor is the head of a town government and only 27.2% know that health departments inspect restaurants. Few 9-year-olds in any category know this health information. Only 44% of the Post High School group marked the question

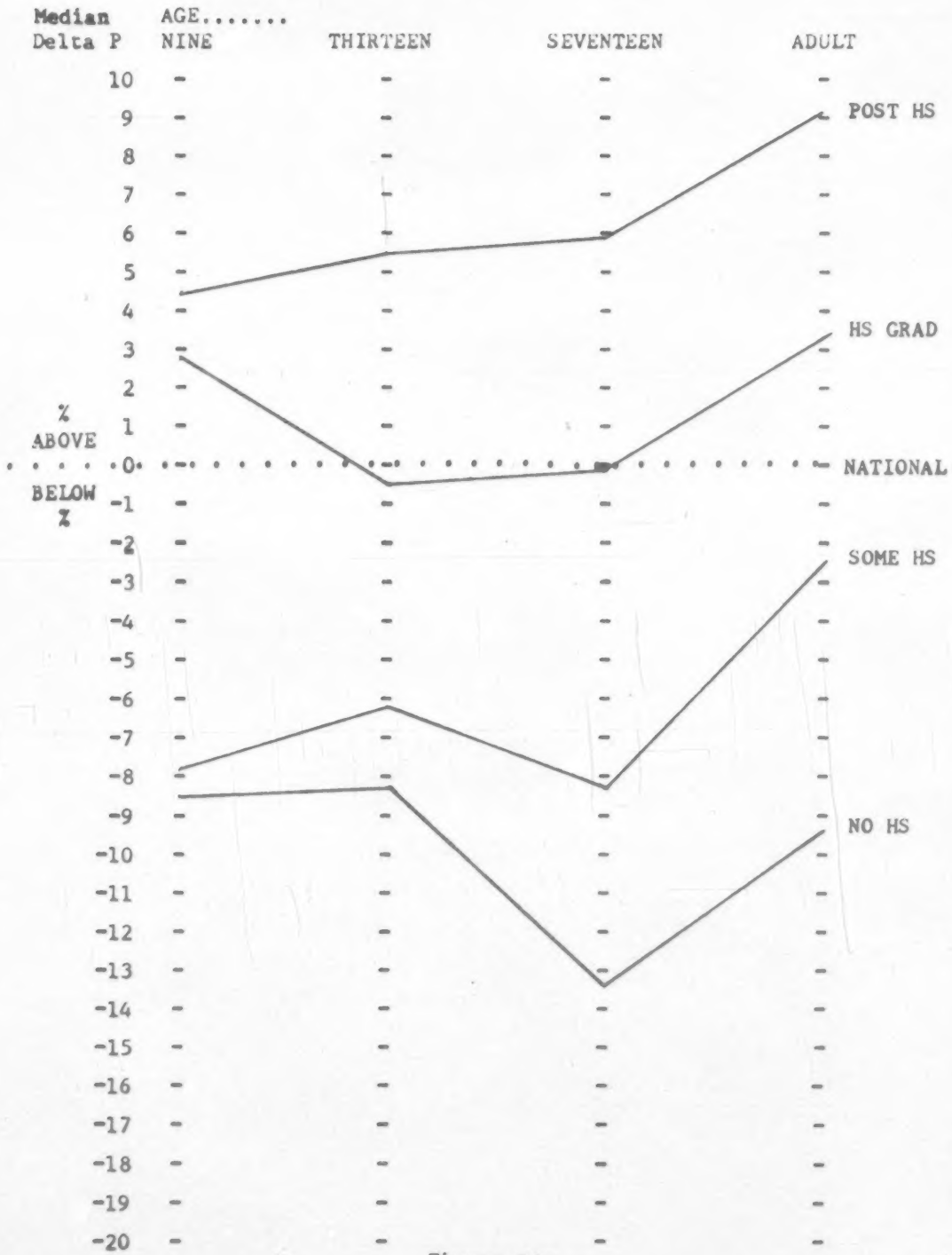


Figure 18
Knowledge of Institutional Structures
Parents' Education
Social Studies
1971-1972

correctly.

The dichotomy between the Post and High School Grad groups and the Some and No High School groups observed at the 9-year-old level seems not to hold at age 13. For one thing, though not detectable in the median values shown in Table 18 and Figure 18, three of the groups' scores are far more disperse at age 13 than at age 9. At age 9, the spreads of the four age categories on five observations are 5.9%, 8.6%, 4.1%, and 4.4%. At age 13, the spreads on 16 observations are 26.5%, 15.1%, 4.2%, and 13.4%. The anomoly is the High School Grad group with a dispersion of only about 4.0% in both age samples. There seems no self evident explanation for the anomoly. The High School Grad group simply performed close to the National percentages on all the exercises. The Some and No High School groups hover near the National percentages on perhaps 1/3 of the exercises, but plunge 16% to 24% below on others -- though not necessarily on the same ones. Meanwhile, the Post High School group soars above the National percentages from 2.4% to 13.1% on all but one exercise.

The groups performed alike only when everyone appears to have been guessing. For example, an unreleased exercise asks for the identification of a federal executive department by its major function. All scores converge to the National "guessing" percentage of 26.7%.

The greatest differences in the groups are registered for the two exercises which ask for the identification of the level of government, i.e., federal, state, or local, most likely involved in lowering taxes on incoming goods and in increasing garbage collection. The Post High School group earned its greatest advantages on these questions with successes of 13.1% and 11.0% above the National percentages while the No High School group, in

contrast, suffered its greatest disadvantages with successes of -16.6% and -23.7%. The High School Grad group, which deviates from the National percentage but little on any question, has a Delta P value of -3.15% on one and -2.35% on the other. The Some High School group has one of its worst scores on one, -11.9%, and one of its best on the other, -1.3%.

Generalizations at the 13-year-old level, other than those suggested above, are elusive. While overall, the 13-year-olds, do not perform well on this set of questions, in general they do somewhat better on exercises whose contents have recurrent reinforcement in day to day experience. For example, practically none know how a presidential candidate is nominated (17% for all; from 12% to 20% by group); but most know how men get into the armed forces in wartime (82% for all; from 70% to 90% by group). There are results, however, which make this generalization less than firm. For example, more No High School respondents know that a senator usually is elected rather than appointed (70%) than know that local governments collect garbage (52%).

At age 17, the groups appear to perform much as they do at age 13. All Post High School 17-year-olds' Delta P values are above the National percentages and all but one are significant; all No High School Delta P values are below the National percentages and all but one are significantly below. The Some High School 17-year-olds look a bit like a replica of the No High School group, but with Delta P values elevated about 5 percentage points. Nonetheless, all but one of these values are below the National percentages; all those below are significant. The 5% difference is accurately reflected in the median Delta P values in Table 18 and Figure 18. The Post High School 17-year-olds are something of a reversed image of the Some

and No High School groups with their best relative performances on exercises on which the other groups performed most poorly. The dispersions of these three distributions are also quite large. The No, Some, and Post High School groups' spreads, in that order, are 20.7%, 22.6%, and 11.3%. The High School Grad group maintains its anomolous character. Its Delta P values are all within about +-3% of the National percentages, half above and half below. The list of 21 exercises, ordered from the group's best to poorest performances, does not resemble the lists of the other groups when ordered by the same rubric. An acceptable explanation is no more apparent for the 17-year-olds than for the 13-year-olds.

One explanation, which lies somewhere between a pure conjecture and a random guess, is that the group whose parents graduated from high school but never went beyond high school has the strongest orientation to school. It becomes the norming group on these exercises which also reflect a strong taint of schooling. The other groups, those whose parents were less or more successful in school, deviate in different ways from the norm.

There seems to be some evidence for this hypothesis. The best example of it relates to the exercise on the nomination of presidential candidates by national political conventions. The National percentage for this question for all 17-year-olds is 48.5%. The High School Grad group attained 48.6% on this question. Both the Some and No High School groups turned in their worst performances on this question with Delta P values of -18.8% and -22.6% respectively while the Post High School group turned in its best performance with a Delta P value of 12.1%.

In another instance on an unreleased exercise concerning school governance, the High School Grad group is about 1.0% below the National per-

centage and within 0.9% of its own median Delta P value for all of these exercises while the No and Some High School groups produced their best Delta P values of -1.9% and 3.8% respectively and the Post High School group produced its worst Delta P value of 0.7%.

At the Adult level, differences in the groups continue to manifest themselves. Inequalities in performance in this assessment associated with different family environments with respect to parents' education are not erased by time. Having been reared by parents who did not attend high school appears to disadvantage Adults with respect to this assessment, in much the same manner that it appears to disadvantage others of similar backgrounds of school age. Furthermore, while there is some reason to infer from these data that there is a slight improvement in test performances of this kind by persons after 17 years of age, there is more basis for inferring that the important gains are made during the school ages of 13 and 17. These inferences can be made largely from the median National Raw P values shown in Figures 1, 2, and 3 in the early part of this report. The evidence here relative to Structure information suggests that among groups all such improvements are parallel. No group -- here, for example, groups categorized by parents' education -- escapes its past.

An example of the kind of improvement referred to is in the question about a presidential candidate's nomination. Less than half of all 17-year-olds could answer this question; but nearly 60% of all Adults know this function of national conventions. That would count as improvement if it is more than a chance gain. The persistent inequalities are shown by the fact that as Adults, still less than half (44%) of the persons whose parents never went beyond eighth grade know how presidents are nominated.

About 57% of the Some High School group know this fact along with about 64% of the High School Grad group. In contrast, 80% of the group whose parents went on to school after high school marked the question right.

Some things, it seems, nearly all Adults know. That the federal government carries the mail is known by 95% of all Adults. Even here, however, group differences persist. The No High School group posts a high 92.3% on this question; but the Post High School group hits a cracking 99.2%.

A phenomenon of these Adult data when categorized by parents' education is the uncannily accurate ordering of the exercises by difficulty in the Post High School distribution. That is, on the hardest exercises, those which received the lowest National percentages of success, the Post High School group achieved its highest Delta P scores. But on the easiest questions where the National percentages of success were highest, the Post High School group achieved its lowest Delta P values.

One's first impression is that this group did best on the hard questions and poorest on the easy questions; but that is not the case, for on the easiest question of all for the Adults as a whole, the Post High School group has a percentage of success of 99.3%. That means only three persons in the whole population missed the question. The fact is that the Post High School group did well on all the questions. When the National percentage was high, there was simply less range on top for the Post High School group's advantage.

A second hypothesis is hazarded. The most consistent, effective, and long lasting influence on the ability to respond to questions of this kind is the educational environment of the home. Another way to put it is that

parents who are successful in school have children who are successful in school. That assumes, of course, that the ability to answer these questions is related to or is more generally expressed as the ability to succeed in school. Persons who are successful in school work are successful partially, at least, because they develop interests in the things schools stand for and emphasize. To some extent, perhaps to a great extent, such school related interests are retained into adult life and are perpetuated as interests in the lives of children, "visiting," as it were, "the iniquity of the fathers upon the children to the third and the fourth generation . . . . "

Rights and Duties. Table 19 and Figure 19 exhibit the median Delta P values for three age levels for the exercises in the Rights and Duties theme as categorized by parents' education. Age 9 is not represented because of too few exercises in this theme.

Table 19

Knowledge of Institutional Rights and Duties - Parents' Education
Social Studies 1971-1972

| | Median Delta P | | | |
|---|---|---|---|---|
| Category | Age 9 | Age 13 | Age 17 | Adult |
| National Med. % | ___ | 76.6 | 80.6 | 81.3 |
| No High School | ___ | -12.0 | -9.5 | -9.1 |
| Some High School | ___ | -6.0 | -3.6 | -1.1 |
| High School Grad | ___ | 0.1 | -0.4 | 2.4 |
| Post High School | ___ | 7.9 | 4.2 | 8.5 |

In general terms, the relationship of parents' education to percentages of success in these thematic arrays is consistent with what was found in the Structure thematic distributions. Sorting on the four levels of parental education appears to result in four distinct populations which perform consistently in this theme at all age levels. The Post High School group scores advantages consistently; the other groups consistently score relatively lower successes.

As we have emphasized before in reviewing this theme, responses in this theme may carry a heavier value burden than those in the Structure theme. Knowledge of Structure questions are largely factual recall while the questions classified as Knowledge of Rights and Duties are an uncertain mix of fact and value. To some degree, the Delta P values reported in this theme reflect a rating and ranking of preferences associated with our democratic institutions. In other espects, they reflect a knowledge of the principles and rules by which our institutions are governed. To say, for example, that race should not be a factor in employment may indicate one's preference in the matter or it may indicate a knowledge of the law of the land which explicitly prohibits racial discrimination in certain jobs and implicitly discourages it in most others.

Among 13-year-olds, a distribution pattern similar to that noted earlier for Structure is evident. Dispersions of the No, Some, and Post High School groups are fairly wide -- 21, 14, and 11 percentage points, respectively -- while the dispersion of the High School Grad group is narrow, only 5.5 percentage points. Furthermore, all the No High School Delta P values are below the National percentages, as are all but one of the Some High School group's scores. In contrast, all Post High School

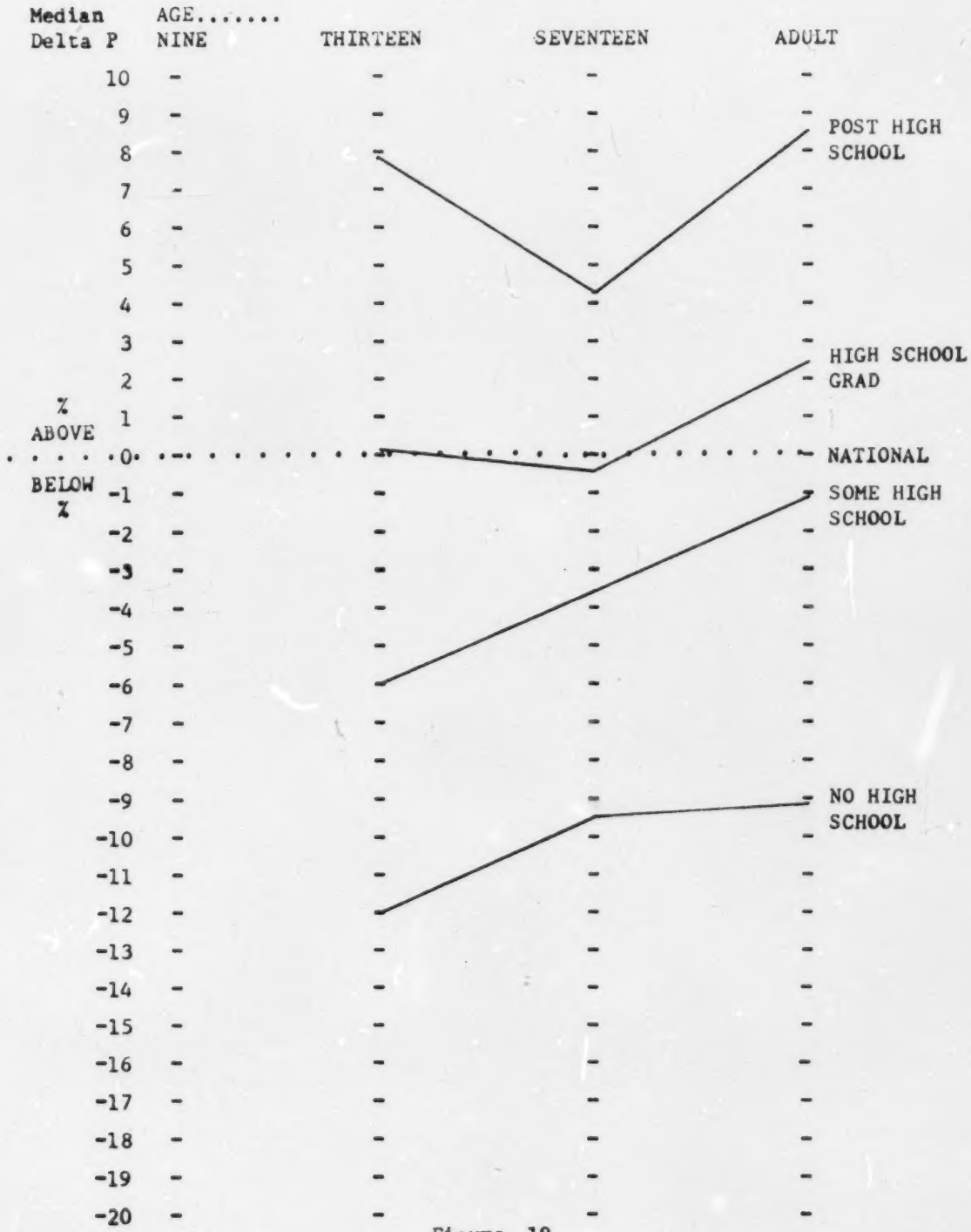


Figure 19

Knowledge of Institutional Rights and Duties
Parents' Education
Social Studies
1971-1972

values are above the National percentages. The High School Grad group's Delta P values are half above and half below.

On only one question did all groups respond in the same way; 93% of all groups, +-0.4%, agree that there should be laws against vandalism. On all other exercises there is significant variance by one or more of the groups. No other question received so high a National percentage of success. A sense of property rights still appears to be alive and well, at least among these 13-year-olds.

At the opposite end of the success scale, only 48.9% of all 13-year-olds responded affirmatively to the following question:

> "Should a newspaper or magazine be allowed to publish something that critizes an elected government official?
>
> Yes
> No
> Undecided."

This question also produced considerable variance among the groups. The Post High School group is 10.5% above the National level on the question while the High School Grad group, its nearest competitor, is -3.9% below. The Some and No High School groups are far below the National percentage at -14.5% and -13.1%. While nine out of ten of the respondents whose parents either did not go or did not graduate from high school believe that vandals should be punished, only one out of three believe government officials should be publicly criticized in the media. In addition, fewer than half of these groups would allow an athiest to hold a public office. On this question, over 60% of the High School Grad group and 67% of the Post

High School group would permit a person with such a belief to hold office.

One is tempted with such results to apply labels of liberal and conservative to the groups. However, conservative is hardly the proper appellation for a group 2/3 of which would not allow newspapers to criticize the government; nor is liberal an especially appropriate way to refer to a group 1/3 of which would apply a religious criterion to public service. The application of a value conflict model to these data would likely surface a number of both inter- and intra-group conflicts that warrant some attention.

No great liberal group shows up at age 17 either; though a tendency in that direction can be inferred for the Post High School group on some questions, if certain assumptions are made about the meaning of liberal, the meaning of the questions, and the meaning of the responses to the questions. For example, the Post High School 17-year-olds have significantly positive responses of 4% to 10% above the National percentages on questions involving public assembly, picketing police stations and rock festivals, criticizing government officials and policies, and athiests holding public office. Their advantage over the Some and No High School groups on these questions runs from 5% to 30%. If the assumptions can be made that a person supporting the activities listed above can properly be thought of as more liberal than a person not supporting them and that support or approval is what is being indicated by the positive marking of those questions, then it follows that the Post High School group shows more of a tendancy toward liberality than any other group. Admittedly, the conclusion is tenuous. It would be just as valid to suppose that the

exercises measure an understanding of our way of life inasmuch as all the activities referred to in the questions are in accord with the law of the land. That the 17-year-olds achieve on these exercises National percentages of success of only 50% to 90% may more aptly suggest an imperfect acquaintance with some elements of our democratic system.

There is evidence in two other sets of exercises in this theme which suggests that the shared orientation of this 17-year-old sample is "law and order." The inference is derived from a set of questions on which there is fairly high agreement among these respondents and little variance among the groups in comparison with a set of questions on which there is relative low agreement and large variation across groups.

When asked if there should be laws against vandalism and if a crime against property would be reported by them, 92.6% and 74.4% of these 17-year-olds answered affirmatively. There is nothing in those responses that is necessarily improper, of course. Percentages that high simply suggest high concern and strong agreement. No group answered either question in a significantly different way.

In something of a contrast, when asked if they would allow picketing against a rock festival and picketing against reported police brutality, only 52.6% and 51.6% of these 17-year-olds answered affirmatively. Furthermore, when analyzed by the four educational categories, there is considerable disparity across the groups. The No High School group is significantly below the National percentages by -19.1% and -13.8%; the Some High School group is significantly below the National percentages by -14.9% and -1.8%; the High School Grad group is below the National percentages by -3.9% and -2.8%; and the Post High School group is significantly above the

National percentages by 10.8% and 4.6%.

The point is that the 17-year-olds are very certain and very homogeneous on the former questions characterized here as having a law and order orientation; but they are pusilanimous and disparate on the latter questions involving matters of a different order.

At the Adult level, this law and order characterization can also be supported reasonably well by comparing the Adult groups' responses on the three questions which are shared by the two age samples. When asked the question involving the reporting of a crime against property, 92.4% of the Adults answered affirmatively, a much higher percentage than for 17-year-olds. The High School Grad Adult group is significantly above the National percentage on the question by 2.1%. No other group answered the question significantly different from the National percentage. The Adults, like the 17-year-olds, are quite certain and fairly homogeneous on the question.

When asked about picketing rock festivals and police stations, 63.0% and 52.2% of the Adults answered affirmatively. They are 10% more willing than the 17-year-olds in the one case and about the same as the teenagers in the other. When analyzed by educational categories, the Adult groups, like the 17-year-olds, are markedly different. The No High School group is significantly below the National percentages by -11.1% and -8.1%; the Some High School group is below the National percentages by -4.3% and -4.2%; the High School Grad group is above the National percentages by 5.9% and 2.3%; and the Post High School group is significantly above the National percentages by 15.2% and 12.3%.

Beyond this possible orientation, there are other useful comparisons to make among the Adult groups. They are also agreed that race is not a proper factor in employment. Adults are verbally accepting of racial equality in employment at the 92.3% level. There are no differences according to parents education.

At the other extreme, only 55.6% of all Adults would permit an athiest to hold public office; but they vary greatly according to the educational environment of their youth homes. Only 41% of the Adults whose parents never went to high school would allow a non-believer to hold office while 76% of those whose parents went beyond high school would do so.

Also, a bare majority of Adults agree that a Constitutional principle guided the Supreme Court's ruling on religious instruction and prayer in public schools. The Post High School group register a respectable 72.4% on this question; but only 39% of the No High School group agree with this response.

Size and Type of Community (STOC)

Tables 20 and 21 and Figures 20 and 21 display the median Delta P values for the two color schemes, Knowledge of Institutional Structures and Knowledge of Institutional Rights and Duties, categorized by Size and Type of Community for the four age samples, 9, 13, 17, and Adult. While all seven STOC categories are exhibited, most of the discussions will refer only to the High Metro, Low Metro, Urban Fringe, and Rural groups. The justification for this delimitation is in the contrast afforded by these groups and in their characterizations. The High Metro group is mainly

affluent, the Low Metro is largely inner city, the Urban Fringe is sub-urban, and the Rural is primarily farm. More complete definitions are included as Appendix A.

Structures. Table 20 and Figure 20 show the median Delta P values for these groups and age samples for the Institutional Structures color scheme.

Table 20

Knowledge of Institutional Structures - STOC
Social Studies 1971-1972
Median Delta P

| Category | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | 73.8 | 53.7 | 72.7 | 74.4 |
| Low Metro | -13.4 | -6.7 | -8.4 | -15.5 |
| Rural | 0.3 | -3.5 | -2.3 | -1.8 |
| Small Place | 2.2 | -0.9 | -0.5 | 0.4 |
| Medium City | -1.0 | -0.9 | 1.2 | 0.4 |
| Main Big City | -2.8 | -1.9 | -0.3 | -2.0 |
| Urban Fringe | 1.8 | 2.0 | 1.8 | 2.5 |
| High Metro | 4.6 | 8.8 | 7.2 | 7.5 |

Among the various STOC distributions in the 9-year-old sample, the most glaring conclusion is the gross difference between the Delta P values of the High and Low Metro groups. That difference, of course, is patently evident in the display of medians in Table and Figure 20. Actually the High Metro group differs less from the rest of the sample than does the Low Metro group. The High Metro group is significantly above the National percentages on only two of the five exercises in the theme while the Low

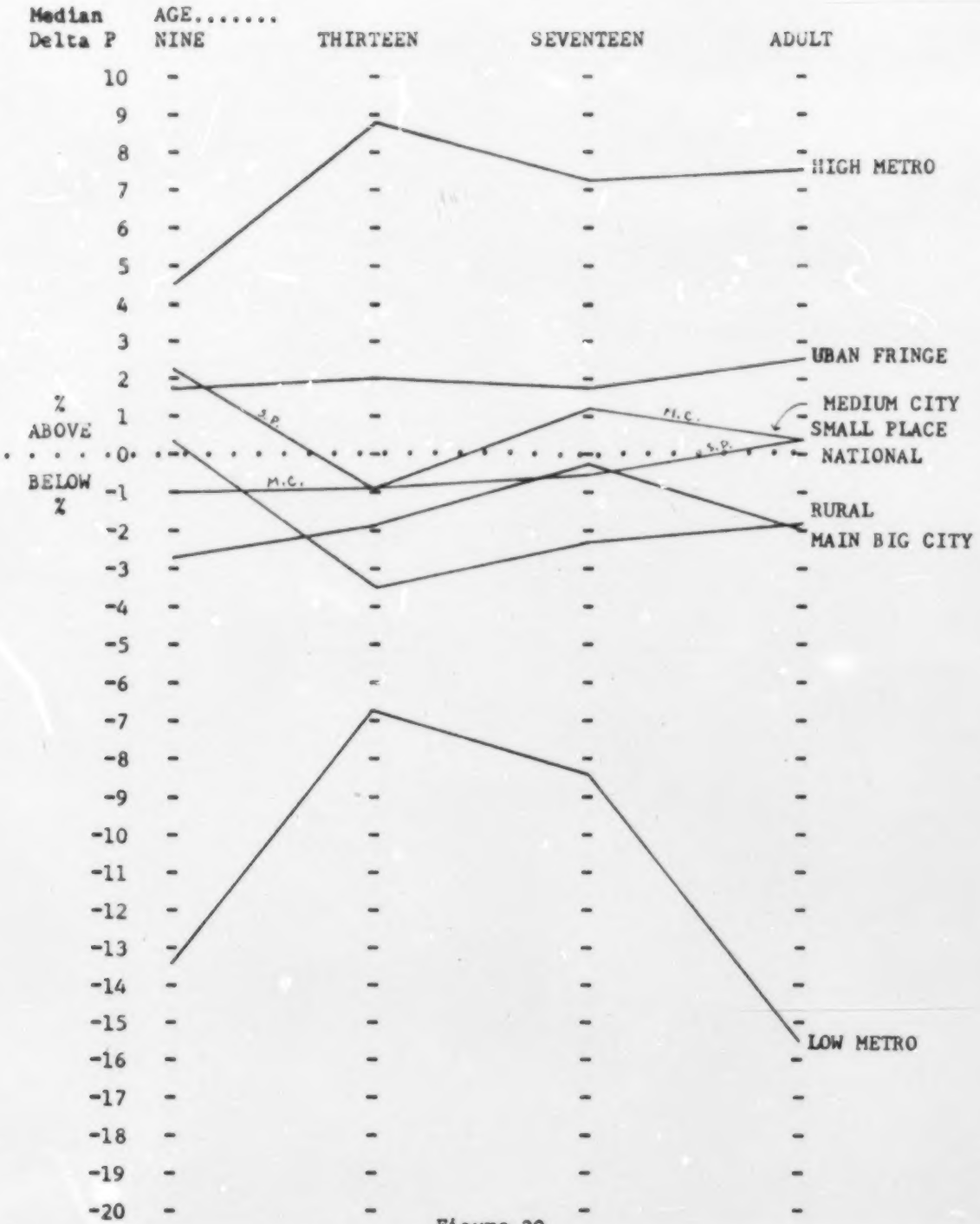


Figure 20
Knowledge of Institutional Structures
STOC
Social Studies
1971-1972

Metro group is significantly below the National percentages on four of the five exercises.

The lowest Low Metro despressions of about -16% are on an unreleased question about taxes and the question about restaurant inspection. On the tax question the National percentage is 83.2%. The High Metro group is a significant 5% above this level. None of the other five groups vary significantly on this question. The poorest performance by all 9-year-olds is on the restaurant inspection question. Only 36% know that this task is a function of health departments; but fewer than one out of five of the Low Metro group know this fact. That is probably below the guessing level.

About 3/4 of the 9-year-olds know that judges are responsible for fair trials. This knowledge is shared across all these STOC groups about equally. Only the Urban Fringe groups registers a Delta P value significantly above the National percentage; and that advantage is only 3.6%. The High Metro group is actually 1% higher; but the statistical controls do not label that difference as significant for the High Metros.

At age 13 there is an apparent slight narrowing of the differences between the High Metro group and the Low Metro group as shown in Figure 20; but a sharper look at the distributions from which these medians are drawn do not bear this out. If anything, the two groups are significantly different in more areas; but, of course, there are more exercises at this age level. The other groups, possibly excepting the Urban Fringe and Main Big City groups, are so nearly alike to be indistinguishable; that is, none vary essentially from the National percentages.

The High and Low Metro groups share three exercises on which neither

is significantly different than the National percentages. These also happen to be exercises concerning the federal government for which the National percentages of success are low, 26.7%, 34.8%, and 47.2%. They also share four exercises on which they are most varied from each other and from the National percentages. The National percentages are relatively high in these cases ranging from 67% to 82.5%. Two of the questions are about the federal government and two are about local government functions. On two of these four, 81.7% and 87.4% of the High Metro respondents indicated that the federal government carries mail and local governments carry garbage. Only 57.5% and 61.7% of the Low Metro students know these relationships. Main Big City respondents are not much better; 65.8% know that garbage collection is most commonly a local government function. It is on that question that Main Big City respondents are most distinguished from other 13-year-olds excepting their neighbors in the inner city. Main Big City and Low Metro responses to this question, which refers specifically to the likelihood of increasing garbage collections, may be more valid comments on city sanitary departments than on the knowledge levels of the respondents.

At age 17, all STOC groups except High and Low Metro, are clustered close to the National percentages of success. Perhaps a dozen Delta P values for the middle five groups are large enough to be significant. In contrast, all but five Delta P values for the Low Metro groups are significantly below the National percentages and all but two values for the High Metro groups are significantly above the National percentages. For the most part, the two groups respond differently to the questions in this color scheme. As groups, they not only differ from each other, but also

they differ from all other groups in the sample.

On two questions, however, these two groups are alike. In fact, with the exception of the Main Big City group on one of these questions, the entire sample is homogeneous. On the ballot question which asks if a voter can vote for both Kirk and Jones for a single Senate seat, 90% of the 17-year-olds said "No." On an unreleased question about school governance, about 65% of all 17-year-olds demonstrate that they know the locus of a certain decision. Only the Main Big City group is a significant 8.4% below the National percentage.

Three other released questions are illustrative of the difference between the High and Low Metro groups. Two of these have to do with the federal government. On a question about raising mail rates, 93.3% of the High Metro group correctly identified this to be a federal government function; only 78% of the Low Metro group make this connection. When asked how a presidential candidate is nominated, 60% of the High Metro group said it is by a national convention; only 29.7% of the Low Metro group know this procedure. At the local level, 95.3% of the High Metro group know that local governments commonly collect garbage; but only 76.1% of the Low Metro 17-year-olds recognize this social task as a local government function.

As is observable in Figure 20, the relative positions of the groups do not change greatly from the 17-year-old sample to the Adult sample. The High Metro group is high, the Low Metro group is low, and the remaining five groups congregate closely about the median National percentage of success.

All High Metro Delta P values are above the National percentages from

1.5% to 20.7%. All but two of these positive values are significant. All but two Delta P values of the Urban Fringe group are above the National percentages from 0.3% to 5.5%. The two values below the National percentages are -0.3% and -0.7%. About half of the positive values are significant. About half of the Medium City Delta P values are above the National percentages from 0.4% to 4.7% and about half are below from -0.3% to -2.4%. None are significant. Over half of the Delta P values of the Small Place group are above the National percentages from 0.1% to 3.7%; the remainder are below from 0.1% to 4.6%. Three of those above and two of those below are significant. All but two of the Rural group's values are below the National percentages from -0.5% to -13.3%; one is at the National percentage and one is 1.5% above. Five of the negative values are significant. About 1/3 of the Delta P values for the Main Big City group are above the National percentages from 0.4% to 6.9%; three are significant. The remaining 2/3 are below from -0.5% to -13.7% with six significantly below. All of the Low Metro Delta P values are below the National percentages from -1.3% to -28.2%. All but two are significantly below.

As in the other age samples, a pattern emerges of a central core of five groups that behave homogeneously on these exercises. With the exception of a half dozen results each for the Main Big City, Rural, and possibly the Urban Fringe groups, this core group deviates no more than +-5.0% from the National percentages on all exercises. The deviants are the High and Low Metro groups. With the exception of a half dozen results between them, these groups deviate no less than +-5.0% from the National percentages on all exercises.

The central core groups respond similarly on many exercises; but when

the High and Low Metro groups are included, the Adults respond alike on only one exercise. An unreleased question about the armed forces was answered correctly by 96.3% of all Adults. No group deviated more than +-1.5% from the National percentage. The next nearest alike response is on the ballot exercise where respondents are asked if they can vote for both Kirk and Jones for a state's open Senate seat. No group deviated from the National percentage of 90.2% more than about 2.0% except for the Low Metro group. It is a significant -5.3% below the National percentage.

On another of the general election ballot questions the difference between the High and Low Metro performances is illustrated. Among all Adults, 70% interpreted the ballot accurately as enabling them to vote for a councilman from each party. More than 80% of the High Metro respondents did so; but only 46% of the Low Metro group made the correct interpretation.

On another exercise, about 60% of all Adults indicated a knowledge of national conventions. Nearly 80% of the High Metro group know of the procedure; but only about 30% of the Low Metro group said they know presidential candidates are nominated in conventions.

Nearly every exercise, it seems , is a potential example of the relative disadvantage of the Low Metro group in this assessment. The kinds of explanations one offers for the relatively poor performance of this group depend partially at least on his point of view and the set of concepts that view entails. One point of view might depend heavily on a concept of intelligence; another might utilize broader concepts of cognitive abilities; still another would use concepts of culture and culture differences. The possible points of view are several and the concepts many.

One conclusion would necessarily have to be accounted for whatever explanation is hypothesized. Whatever is measured by these exercises is measured with different results in these polar groups. If some kind of ability attends a successful performance on these exercises -- and that assumption seems a necessary one -- then the High Metro group is more in possession of it than the Low Metro group. What, exactly, that ability is is less easily described than we might wish. That it is associated with school work seems a likely inference. That it is nurtured most effectively in an affluent environment seems also legitimately inferred. That it is better to have than not to have or that it is related to anything else worth having are nubbier assumptions. This assessment cannot help us with those.

Rights and Duties. Table 21 and Figure 21 display the median Delta P values for the seven STOC categories for the Knowledge of Institutional Rights and Duties in the three age samples, 13, 17, and Adult. There are too few exercises to allow the inclusion of the age 9 sample in these exhibits.

Figure 21 and Table 21 fairly adequately depict the variance among these groups of 13-year-olds on the ten exercises used to measure Knowledge of Institutional Rights and Duties. More specifically, however, we have tried to note on which exercises respondents seem to be quite similar across the sample and on which exercises they tend to be quite different. When we performed this analysis on the Structure questions, the High and Low Metro groups appeared dissimilar on most questions in all age sample. At the same time, the other five STOC groups appeared

quite similar on many questions. In this color scheme, all 13-year-olds are alike relative to one exercise. When asked if there should be laws against vandalism, 93.1% of all 13-year-olds indicated that there should be. No group deviated more than 1.4% from this National percentage. None of the deviations are significant.

Table 21

Knowledge of Institutional Rights and Duties - STOC
Social Studies 1971-1972
Medium Delta P

| Categories | Age 9 | Age 13 | Age 17 | Adult |
|---|---|---|---|---|
| National Med. % | ___ | 76.6 | 80.6 | 81.3 |
| Low Metro | ___ | -8.3 | -3.7 | -8.9 |
| Rural | ___ | -3.3 | -5.3 | -5.3 |
| Small Place | ___ | -2.8 | -0.2 | -0.6 |
| Medium City | ___ | -0.2 | 0.8 | -1.1 |
| Main Big City | ___ | 1.4 | -1.6 | 2.6 |
| Urban Fringe | ___ | 1.4 | 2.1 | 2.9 |
| High Metro | ___ | 9.4 | 5.4 | 8.5 |

On two other questions, one on due process and the other on free assembly, five of the STOC groups are homogeneous. But 13-year-olds in the High Metro group are significantly above these others by 7.5% and 10.5% and respondents from the Small Place group are significantly below their colleagues by -3.5% and -4.3%.

On three exercises related to religious freedom, the 13-year-olds are not alike. For example, the 13-year-olds in the High Metro and Main Big City groups are more likely to support for office a person who does not believe in God. Nearly 60% of all 13-year-olds would allow such a person

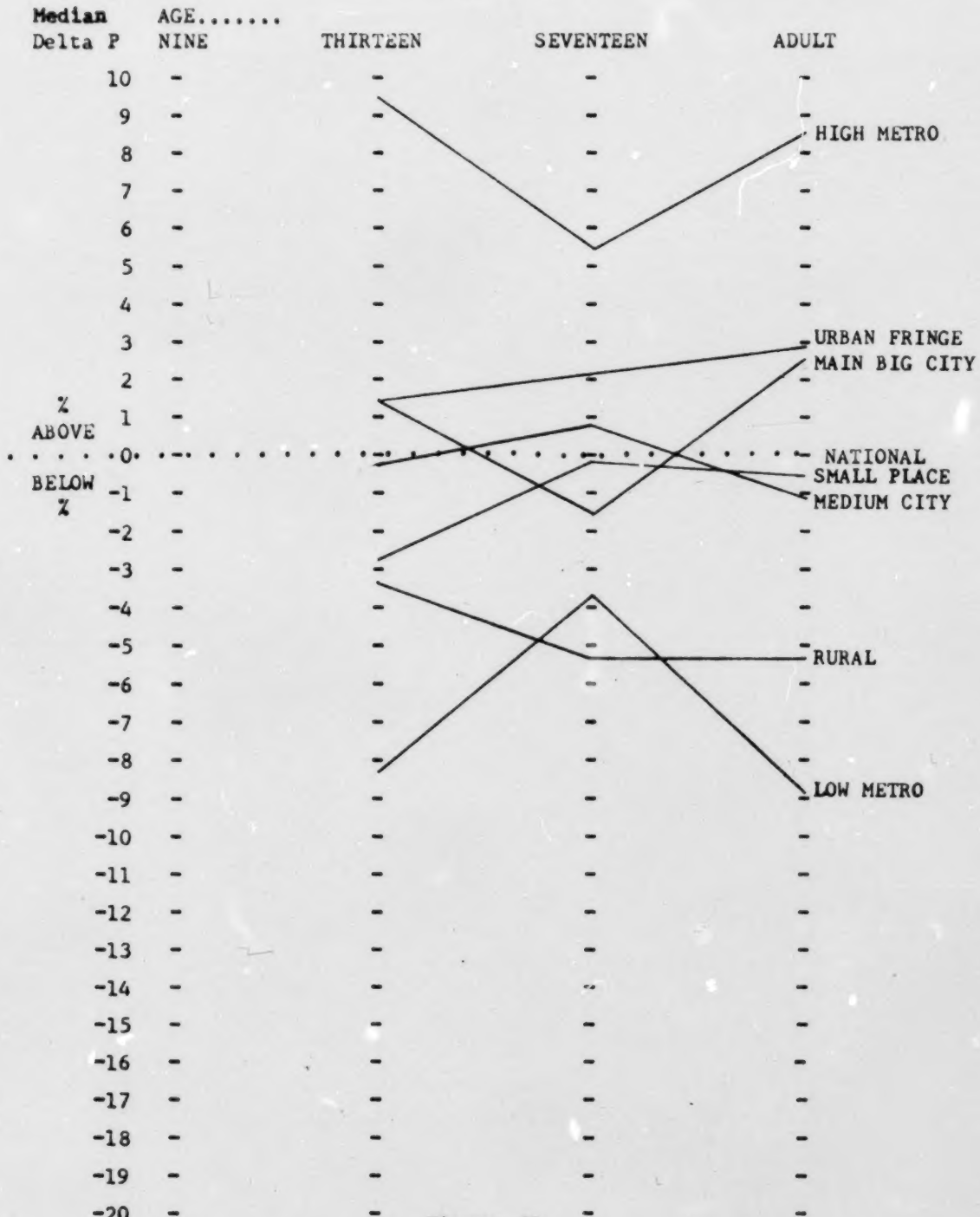


Figure 21

Knowledge of Institutional Rights and Duties

STOC
Social Studies
1971-1972

to hold office; 75% of the High Metro group and about 63% of the Main Big City youths are of this mind. At the same time, only 55% of the 13-year-olds from Small Places and 46% of the Low Metro youths support this belief. On the other two unreleased religious freedom questions, the variations are different, though the High Metro group registers consistently higher percentages than any other group. The Rural, Low Metro, and Small Place groups are significantly below the National percentages on one or the other of the exercises.

Four of the STOC groups, Medium City, Urban Fringe, Main Big City, and Low Metro, show no significant variance from the National percentage of 88.8% on the question of racial discrimination in employment. The other three groups, however, vary significantly on this question -- Small Place residents by -3.2%, Rural by -4.1%, and High Metro by 7.4%.

Fewer than half of all 13-year-olds believe in or recognize the freedom of the press in politically sensitive areas. Both Rural and Low Metro groups are even below this level at 36% and 39.3%. The High Metro group is significantly above the National percentage and all other groups at 61.5%. Freedom of the press gets short shrift among 13-year-olds, as do several other basic democratic rights and freedoms.

By 17 years of age an overall gain of 4% is noted relative to the 13-year-old median National percentage, as shown in Table 21. To the extent that the two sets of exercises are comparable, the gain may be interpreted as an increase in the understanding of our institutional rights and duties or possibly an increase in commitment to them. But also, as can most easily be seen in Figure 21, there are some shifts in the relative position of some groups. The most notable of these, according to an analysis of

exercises, is the exchange of Rural and Low Metro groups in the position of exhibiting the lowest median Delta P score. The Main Big City and High Metro groups also shift downward. However, because the Main Big City's median Delta P value stays clustered with those closest to National percentages, its change in status does not make so much difference on most exercises. Also, since the High Metro group retains its highest position relative to a National percentage, its distribution is not much different.

Within the 17-year-old sample, the High and Low Metro and Rural groups are most deviant. We will emphasize these groups in the discussion and refer incidentally to the other groups which tend to be fairly homogeneous.

In an earlier section we referred to a set of two questions as seeming to have a law and order orientation. It included the often cited exercise on vandal laws and an unreleased question on crime reporting. In this age sample, Rural youths record their highest Delta P values on these exercises. The Small Place group almost equals the Rural youths' special concern for these matters. At the opposite end, the High Metro group places these two questions in low priority. It achieves significant negative Delta P values on both. That in itself is notable, for the High Metro group has very few Delta P values below the National percentages.

More characteristically, the High Metro group has positive Delta P values ranging from 12% to nearly 16% on a set of five exercises that seem to measure preferences for open protest, freedom of the press, and freedom of religion. We suggested earlier that these questions have a liberal orientation. The 17-year-olds as a total group are not overly fond (or apprised) of these ideas; but Rural and Small Place youths find them especially distasteful (or unfamiliar). About 45% of the Small Place group and

35% of the Rural group, for example, would permit a police station to be picketed. On this exercise the Low Metro achieves its highest Delta P value; 57.8% of that group would allow such a protest. Low Metro youths do not tend to extend this right to include picketing of rock festivals, however; only 46.2% would allow that action. The High Metro group does not differentiate between these objects; nearly 2/3 would allow both a police station and a rock festival to be picketed.

The hardest question for 17-year-olds tested their knowledge of the Supreme Court's decision on religion in schools. Only half marked it as relating to the principle of church and state separation. The Urban Fringe group did best of all groups on that question; nearly 60% could answer it correctly. That amounts to a 20% advantage over the Low Metro group which did the poorest of all groups on the question.

The easiest question for 17-year-olds relates to race as a factor in employment. It is also one of the few questions on which the 17-year-olds are much alike. Except for the Main Big City group, which produced a Delta P value of -4.3%, all groups are within 2% of the National percentage of 93.8%.

At the Adult level, the most interesting comparisons are again among the High and Low Metro and Rural groups. The interest derives from their extreme variance on a number of exercises. Those variances are reflected in the median values reported in Table 21 and Figure 21. The four central groups, Urban Fringe, Main Big City, Small Place, and Medium City, vary from the National percentages on individual exercises no more than +-8.2%. In contrast, the Rural Adults have a dispersion of 25.5% running from 3.8% to -21.7%; the Low Metro group goes from 6.4% to -20.8% for a dis-

persion of 27.2%; and the High Metro group has a low Delta P value of 0.0% and a high value of 25.2%.

Nine of twenty exercises in this color scheme have been released. As a means of illustrating the wide variances among these three groups, six of these nine exercises are listed below in Table 22 along with their National percentages of success and the Delta P values for the High and Low Metro and Rural groups. An '*' beside a Delta P value indicates that the difference from the National percentage is large enough to be statistically significant.

The point of the display in Table 22 is to illustrate that the Adults in these three STOC groups are indeed different in the way they perform on the Rights and Duties exercises. The groups also appear to vary from each other on the remaining 14 exercises in the color scheme. The Rural

Table 22

Comparison of High and Low Metro and Rural Adults on Selected Rights and Duties Exercises Social Studies 1971-1972, Delta P

| Short Text of Exercise | National Percentage | Rural Delta P | High Metro Delta P | Low Metro Delta P |
|---|---|---|---|---|
| Allow picketing of police station | 52.2 | -21.7* | 16.5* | 6.4* |
| Supreme Court decision on religion in schools | 52.3 | -8.8* | 17.4* | -18.3* |
| Allow athiest to hold public office | 55.6 | -14.4* | 25.2* | -3.8 |
| Allow picketing of rock festival | 63.0 | -10.6* | 15.1* | -20.8* |
| Assemble in park for protest | 77.5 | -13.8* | 10.3* | -9.8* |
| Race a factor in employment | 92.3 | -6.3* | 0.2 | 2.3 |

and Low Metro groups come closest together on the question concerning the right to assemble. Only 4 percentage points separate the results. On three exercises, they are separated by about 10 percentage points; and on one, they are 28.1 percentage points apart. The three groups are most nearly alike in their responses on the question about racial discrimination. On that question, the High and Low Metro groups are alike, i.e., their deviations from the National percentage are not significant.

The High Metro and Rural groups are most different in their responses to the question on picketing police. Over 2/3 of the High Metro Adults would allow that; only 1/3 of the Rural Adults would. The High and Low Metro groups are most different in their responses to picketing rock festivals. Where 78.1% of the High Metro Adults would support such an activity, only 42.2% of the Low Metro Adults would.

An implication of these differences is that more than a single factor affected the responses of the three groups. Picketing as an activity seems relatively equally acceptable to High Metro Adults in very different contexts. It seems fairly unacceptable to Rural Adults in either circumstance, but more so in one than in the other. It seems more acceptable to Low Metro Adults when directed against police than when directed against rock festivals. A social comment with several facets seems buried in those results.

## IV Summary

We attempted as an overall strategy to divide a selected set of 48 exercises from NAEP's Assessment in Social Studies of 1971-1972 into two parts. One part is comprised of items which we judged to deal mainly with various structural elements of institutions. The other part is comprised of items which we judged to deal primarily with rights and duties within these institutions. Though we persist in using the broader term of "institutions," most of the exercises, as it turns out, relate most directly to the institution of government. Some of the same exercises were used as the basis of the NAEP publication, Political Knowledge and Attitudes 1971-1972, written by Professor Gerald L. Marriner and Robert Orane.

In restrospect, the division of exercises into Structure and Rights and Duties color schemes appears to have had only a visual warrant since the two sets of questions produced very similar statistical discriminations among the various categories of persons assessed. That makes one believe that similar factors operated in the two parts; the two color schemes, in effect, appear to have assessed the same thing, whatever that is. We could continue to insist obdurately -- which we do -- that the subject matter division is valid, visually if not otherwise, and that the samples of persons assessed are in roughly equal possession of the two contents.

The parallel results along with either of these explanations can be thought of as partial justification for another decision made about the content of the two color schemes. Both sets of questions were approached as if they measured knowledge. That decision will not bear up under a visual inspection of exercises, however, because some questions, especially in the

Rights and Duties color scheme, contain the value term "should" as the interrogative. Our a priori justification for largely ignoring this elementary distinction in these questions is argued elsewhere. Mainly, that justification suggests that the involved questions refer to fully institutionalized rights in this society and do not, in a real sense, pose issues. These questions, the argument continues, may just as validly be assessing these persons' knowledge of these rights as their preferences for them. While Marriner and Crane treat some of these questions as outright value questions, as do we guardedly in several of our discussions, the parallel results of the two scheme analysis used in this report seem to add some measure of justification to ignoring the distinction for this assessment.

An assumption was invoked on occasion in this analysis that results across age samples imply growth or change. The use of line graphs to depict the median performances of the categories of persons at different age levels appears to endorse this assumption. The truth of the matter is that we do not know for certain whether the performance of any age group in this assessment can be projected either forward or backward on the basis of the performance of any other age group, even though they may share several questions. Therefore, all statements which suggest or state outright that the 17-year-olds learned something of this content between the ages of 13 and 17 or that the Adults have not learned much of this information since their school days must be read more cautiously than they were written. We found it useful to hypothesize these projections; but more and different information than is available from this assessment would be needed to say such things reliably.

Even with all the analyses, categories, color schemes, and age samples, it is still most difficult to account for any of the results in the assessment. The reasons for this interpretive impasse are so well known by thoughtful school people that it seems gratuitous to mention them. Interpretive impasse notwithstanding, occasionally we did cast what could pass for an explanatory hypothesis; albiet, at some later date we may need to seek forgiveness for some of them. What we have here is a mass of descriptive data, confounded in all the ways that such data are always confounded, in spite of NAEP's meticulosity, and in which exists not one explanation.

A few content generalizations appear to emerge with some consistency in the themes reported in this analysis. One that comes to mind is the recurrent emphasis on law and order and the protection of property. Whatever the reasons for the high acceptance of these values, their emphasis in this assessment by many groups suggests something other than a general breakdown in the concern for security in this society. Another emphasis that seems clear is the high agreement by most groups that race should not be a factor in employment. That would seem to represent a major change in the social preferences in this country over the past decade or so.

We, of course, can state several facts with some firmness about the categories of persons assessed. We can say that persons of all ages, i.e., ages 9, 13, 17, and Adult, whose parents went to college, persons of all ages who live in relative affluence, persons who live in the northeast part of our country, males at age 17 and as adults, and whites at all ages are the most able of all categories of persons sampled to respond according to the criteria of this assessment.

We can also say, given the content, definitions, and criteria of this

assessment, that persons whose parents never went beyond the eighth grade, persons who live in the inner city, persons who live in the southeast part of this country, females, and Blacks do not score as well on these exercises as do persons in most other categories. The data tell these facts; but they don't answer the important questions.

The important questions fall in two categories. In the first of these, the questions stab angrily into the inner mechanisms and justifications of NAEP. Other researchers in this social studies project have raised some of these important questions. Others have been raised in different forums. This report has perhaps raised fewer than it should. One stands out as signally important at the moment. Is it possible to construct an assessment that examines validly, reliably, and fairly a plural population? There seems obviously a sense in which pluralism should dictate the standards that are applied in such a mass accounting of our schools and ourselves. Our differences and diversity surface in this Social Studies Assessment as they do in all such assessments. But we seem easily tempted to judge the reasonable responses of others who enjoy different advantages than our own as less reasonable than our own.

In another category, the important questions seem mostly to test our social understandings and motivations. Why do these groups of persons behave differently on this assessment? The assessment's yield of descriptive data won't suffice to account for the differences. Do we want -- more importantly, should we want -- such groups to perform more evenly? If we do, how can schools help to make it happen?

The two categories of questions turn rapidly into each other. While we assume that some of the diversity exhibited in the assessment is a

function of the assessment and some a function of schooling, beyond these, much of it is undoubtedly a product of this society. If for some reasons we desire a population that performs more evenly in such assessments, alterations that go beyond the unbiassing of a test and that go beyond the equalizing of schooling are likely to be necessary. Given the apparent value conflicts in this society and the different frames of reference which are displayed by this population, such a desire would seem empty, even if it were justifiable.

# APPENDIX A

## Definitions of Size and Type of Community Categories (STOC)

Definitions of Size and Type of Community Categories (STOC)

There are seven size and type of community (STOC) categories. The STOC categories apply only to the respondents enrolled in school at the time of the assessment. These are defined briefly here.

Low Metro. This category comprises 7.25% of the total sample and represents individuals attending schools whose students have the largest proportions of parents not regularly employed and/or on welfare.

Extreme Rural. This category comprises 9.15% of the total sample and represents individuals attending schools whose students have the largest proportions of parents engaged in farm work.

Small Place. This category comprises 28.29% of the total sample and represents individuals attending schools in communities with populations less than 25,000 and not classified under Extreme Rural.

Medium City. This category represents 17.40% of the total sample and represents individuals attending schools in communities with populations between 25,000 and 200,000 and not classified in Low Metro, Extreme Rural, or High Metro.

Main Big City. This category comprises 8.41% of the total sample and represents individuals attending schools within the city limits of cities with populations greater than 200,000 and not classified in Low Metro or High Metro.

Urban Fringe. This category comprises 17.35% of the total sample and represents individuals attending schools in metropolitan areas served by cities with populations greater than 200,000 but outside the city limits and not classified in Low Metro, Extreme Rural, or High Metro.

High Metro. This category comprises 12.15% of the total sample and represents individuals attending schools whose students have the largest proportions of parents in professional or managerial positions.

# APPENDIX B

1. Identification by Color Schemes of NAEP Social Studies Items Used in the NCSS Analysis

2. Display of NAEP Social Studies Items Included in the NCSS Analysis

## 1. Identification by Color Schemes of NAEP Social Studies Items Used in the NCSS Analysis

| Items Judged to Assess Knowledge of Institutional Structures | Items Judged to Assess Knowledge of Institutional Rights and Duties |
|---|---|
| 402008-1* R | 406005-34 R |
| 403005-234 U | 406009-1234 U |
| 403017-1 U | 406023-2 U |
| 403021-1 U | 501010-34 U |
| 405035-234 U | A 501011-34 R |
| 406010-1 R | B 501011-34 R |
| 406011-234 R | A 502002-34 R |
| 406012-234 R | B 502002-34 R |
| 406015-234 U | A 502007-234 R |
| A 406017-34 R | 502008-34 U |
| B 406017-34 R | A 502009-234 U |
| C 406017-34 R | A 502010-234 R |
| D 406017-34 R | 502011-234 U |
| E 406017-34 R | 502012-234 R |
| 406018-234 U | A 502013-34 U |
| 406019-234 R | A 502016-34 R |
| 406020-234 U | C 502016-34 R |
| 406021-234 U | A 502017-34 U |
| 406022-1 R | C 503010-23 R |
| A 406033-234 U | A 503012-234 U |
| B 406033-234 U | A 503015-34 U |
| C 406033-234 U | A 527006-234 R |
| D 406033-234 U | |
| B 406035-234 R | |
| C 406035-234 R | |
| D 406035-234 R | |

** R = Released
U = Unreleased

* 1 = item for age 9
2 = item for age 13
3 = item for age 17
4 = item for Adult

## 2. Display of NAEP Social Studies Items Included in the NCSS Analysis

### Items Judged to Assess Knowledge of Institutional Structures

402008-1

Below are listed four of the many jobs that are done in a city. Which one of the jobs is done by the health department?

Selling food
Directing traffic
Putting out fires
Inspecting restaurants
I don't know.

403005-234

Unreleased item on taxation.

403017-1

Unreleased item on taxation.

403021-1

Unreleased item on a consumer topic.

405035-234

Unreleased item on the United Nations.

406010-1

In a court, which one of the following has the job of making sure that the trial is fair and run according to the rules?

The judge
The lawyer
The jury
The person on trial
I don't know.

406011-234

In the United States which one of the following men is elected to office?

A United States Senator
The United States Secretary of State
A United States Supreme Court Justice
The United States Ambassador to Great Britain
I don't know.

406012-234

The presidential candidate for each major political party is formally nominated by which one of the following?

The Senate
A national primary
A national convention
The House of Representatives
I don't know.

406015-234

Unreleased item on the federal government.

A 406017-34

The ballot below was used in a general election. Look at the ballot to answer the questions on this and the following two pages.

| OFFICES | LEGISLATIVE | | COUNTY | | |
|---|---|---|---|---|---|
| | SENATOR IN CONGRESS (vote for one) | REPRESENTATIVE IN CONGRESS (vote for one) | COUNCILMAN (vote for two) | | TAX ASSESSOR (vote for one) |
| DEMOCRATIC | Alan F. KIRK | John G. SMITH | Martha G. DAVIS | Peter V. MOSS | |
| REPUBLICAN | James M. JONES | Mary O'CONNOR | John RICHARDS | Michael M. MERWIN | Joseph L. LASKI |

If you wanted to vote for Kirk for senator, could you also vote for O'Connor for member of the House of Representatives?

Yes
No
I don't know.

B 406017-34

Could you vote for both Davis and Moss for councilman?

Yes
No
I don't know.

C 406017-34

Could you vote for both Davis and Merwin for councilman?

Yes
No
I don't know.

D 406017-34

If you were registered as a member of the Democratic Party, could you vote for Laski for tax assessor?

Yes
No
I don't know.

E 406017-23

Could you vote for both Kirk and Jones for senator?

Yes
No
I don't know.

406018-234

Unreleased item on the federal legislative branch.

406019-234

Which one of the following has the power to declare an act of Congress unconstitutional?

The Congress
The President
The United States Supreme Court
The United States Department of Justice
I don't know.

406020-234

Unreleased item on the federal executive branch.

406021-234

Unreleased item on the federal executive branch.

406022-1

The head of government in the United States is the President. Which one of the following is usually the head of government in a town?

The major
The governor
The chief of police
The school principal
I don't know.

A 406033-234

Unreleased item on government.

B 406033-234

Unreleased item on government.

C 406033-234

Unreleased item on government.

D 406033-234

Unreleased item on government.

B 406035-234

Which one of the following would MOST likely pass an act to raise the rates for sending letters through the mail?

Federal government
State government

Local government
I don't know.

C 406035-234

Which one of the following would MOST likely pass an act to lower taxes on goods coming into the country?

Federal government
State government
Local government
I don't know.

D 406035-234

Which one of the following would MOST likely pass an act to increase garbage collection services?

Federal government
State government
Local government
I don't know.

## Items Judged to Assess Knowledge of Institutional Rights and Duties

406005-34

The Supreme Court ruled that it is unconstitutional to require prayer and formal religious instruction in public schools.

Which one of the following was the basis for its decision?

The requirements violated the right to freedom of speech.
There was strong pressure put on the Supreme Court by certain religious minorities.
Religious exercises violated the principles of the separation of church and state.
Every moment of the valuable school time was needed to prepare students to earn a living.
I don't know.

406009-1234

Unreleased item on the United Nations.

406023-2

Unreleased item on a Constitutional right.

501010-34

Unreleased item on due process.

A 501011-34

Should a congressman pay attention to the opinions and concerns of

people whose views are different from those of the majority?

Yes
No
Undecided

B 501011-34

Please explain any answer you selected.

A 502002-34

Indicate whether you agree or disagree with the following statement:

Anyone who criticizes the use of United States troops in military action abroad should be prohibited from expressing his views publicly.

Agree
Disagree

B 502002-34

Please explain your position.

A 502007-234

In the picture, there are many people gathered together in a public park. They are demanding changes which you do not agree with. Should these people be allowed to gather and make their demands in a public place?

Yes
No
Undecided
No response

502008-34

Unreleased item on a Constitutional right.

A 502009-234

Unreleased item on a Constitutional right.

A 502010-234

Should a newspaper or magazine be allowed to publish something that criticizes an elected government official?

Yes
No
Undecided

502011-234

Unreleased item on freedom of speech.

502012-234

Should a person who does not believe in God be allowed to hold a

public office?

Yes
No
Undecided

A 502013-34

Unreleased item on freedom of the press.

502016-34

Do you think people should be allowed to picket the holding of a rock festival as a protest against it?

Yes
No
Undecided
No response

C 502016-34

Do you think people should be allowed to picket a police station to protest reported police brutality?

Yes
No
Undecided
No response

A 502017-34

Unreleased item on freedom of speech.

C 503010-23

Do you think there should be laws against acts of vandalism such as destroying a statue?

Yes
No
Undecided

A 503012-234

Unreleased item on due process.

A 503015-34

Unreleased item on law and order.

A 527006-234

Should race be a factor in hiring someone for a job?

Yes
No
I don't know.